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This third volume of a 3-volume publication designed to aid Bureau of Indian Affairs (BIA) personnel in training teacher and dormitory aides lists the participants at 4 teacher aide workshops held for BIA supervisory personnel. The purposes and objectives of teacher aides, recruitment, selection, and preparation as seen by the workshop participants are presented. Participant contributions on such topics as course content for the teacher aide, program administration, exceptional children, innovations in education, Indian cultures, and the role of guidance in education are synthesized. Related documents are RC 003 523 and RC 003 524. (SW)

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The Preparation of....

BIA TEACHER
and
DORMITORY AIDES

Prepared By
AVCO ECONOMIC SYSTEMS CORPORATION
Under The
Elementary and Secondary Education Act
For The
BUREAU OF INDIAN AFFAIRS
DEPARTMENT OF THE INTERIOR

Volume III
April 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The Preparation of....
BIA TEACHER
and
DORMITORY AIDES

Volume III

CONTRIBUTIONS OF WORKSHOP PARTICIPANTS

Prepared Under
BIA Contract No. 14-20-0650-1810
dated 20 June 1967

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INTRODUCTION

The most rewarding part of the experience in developing these materials and conducting the initial teacher aide survey, the workshops and the post-workshop evaluations, was in the contributions and professional growth of the workshop participants.

These mature, conscientious and capable teachers and administrators always had the welfare of Indian children in mind, and their writings clearly indicate their dedication.

The following selections are samples of their thinking and concern.

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PARTICIPANTS
IN
ECONOMIC SYSTEMS CORPORATION'S
WORKSHOPS
FOR
BUREAU OF INDIAN AFFAIRS
SUPERVISORY PERSONNEL
OF
INDIAN TEACHER AIDES

The list that follows includes names of all persons who participated in the four 1967-68 teacher aide workshops. A few changes required last-minute substitutions.

NORMAN, OKLAHOMA WORKSHOP

Name of School	Name of Participant
Anadarko Area Office	Frank Quiring, Education Specialist
Cherokee Agency	Mary Steppe Sarah B. Stalsworth
Cheyenne and Arapaho Indian School	Jessie Hill Department Head Academic Marilyn Flores Teacher-Education
Chilocco Indian School	Jack McCarty, Department Head - Guidance Leola Taylor Teacher-Elementary
Choctaw Agency	Jimmie L. Land Teacher-Education John Singleton
Fort Sill Indian School	Robert R. Randolph Department Head Academic Spencer Queton Teacher-Guidance
Muskogee Area Office	Betty B. Hollowell Education Specialist
Riverside Indian School	Beverly Gerard Teacher-Music and Library Science Marion Wilkinson Department Head-Academic
Seneca Indian School	Julian Wharton Teacher-Education Ocie Miller Teacher-Education

Name of School	Name of Participant
Sequoyah Indian School	Helen Lavonne Haliburton Teacher-English Edwin Moore Department Head-Academic
Concho Indian School	Frank McQuithy Pete Shemaro

NAVAJO AREA OFFICE WORKSHOP

Name of School	Name of Participant
Navajo Area Office	Anna W. Miles Education Specialist
	Louise S. Bonnell Education Specialist (Guidance)
	Leroy Falling Education Specialist (Guidance and Home Living)
	Joe Ramey Area Projects Administrator
Chinle Agency	Laura Jean Combs, Principal
	Cleveland M. Miller, Principal
	J. Wesley Eby, Teacher-Supervisor (Guidance)
Eastern Navajo Agency	Wynema E. Morris, Teacher, ESL
	Darrel G. Cole, Teacher-Supervisor (Guidance)
	Verna E. Enyart, Teacher-Supervisor
Fort Wingate High School	Martha M. Hurst, Teacher-Supervisor (Elementary)
	Ray D. Scheinost, Principal
Alternates	Larry D. Holman, Teacher (Elementary)
	Jerry L. Jalger, Principal
Fort Defiance Agency	Edward E. Uhrig, Agency Projects Administrator, ESL
	Paula Johnston, Demonstration Teacher, ESL
	Joe R. Vasquez, Guidance Supervisor
Intermountain School	Lawrence W. Capps, Principal
	Daniel E. Sahmaunt, Teacher-Supervisor (Guidance)
	Nathan O. Zollinger, Teacher-Supervisor (Education)
Shiprock Agency	Calvin Lucas, Teacher-Supervisor (Elementary)
	John E. Akers, Teacher-Supervisor (Guidance)
	Jerry Collins, Demonstration Teacher

Name of School	Name of Participant
Alternates	Kenneth L. Benally, Teacher-Supervisor (Guidance) Clay Hoahwah, Teacher-Supervisor (Elementary) Raymond K. Ferguson, Education Specialist
Tuba City Agency	Cleo K. Sumter, Teacher-Supervisor (Guidance) Arlene L. Jorgensen, Teacher-Supervisor (Elementary) May L. Lee, Teacher-Supervisor (Elementary)
Alternate	Glover Rawls, Principal

ALBUQUERQUE AREA WORKSHOP

Name of School	Name of Participant
Phoenix Area	Wellsley Hodgins, Principal - Second Mesa Day School Robert J. Grant, Principal - Hopi Day School
Phoenix Indian School	Mary Boxberger, Teacher - English Clyde McMillin, Education Specialist Rose Arilla
Pima Agency	Fern Stalbaum, Teacher - Elementary Casa Blanca Day School Jimme Arrington, Teacher - Elementary Pima Central Day School
Phoenix Area Office	Beverly Queal, Education Specialist General
Fort Apache	James Powell, Reservation Principal Patricia Thompson, Teacher - Elementary De Alva Marshall, Teacher - Elementary
Papago	Alfred F. Lawrence, Reservation Principal Sherman A. Tenney, Principal - Santa Rosa
Stewart	Leon Cowan, Teacher - Elementary Flo Read, Teacher - Reading
San Carlos	Alexander Nagtalon, Teacher - Elementary
Sherman Institute	Stuart Slaybough, Teacher - Guidance Gilbert Cruz, Assistant Department Head-Academic
Albuquerque Area	Samuel Rosenberg, Principal Dorothea Dennis, Teacher - Supervisor; Elementary - Albuquerque Indian School Fern Prechtel, Language Specialist United Pueblo Agency Frances D. Dye, Language Specialist United Pueblo Agency Keith O. Lamb, Principal - Romah Dormitory Doyle M. Wyant, Principal - Magdalena Dormitory Edward N. Tiger, Department Head - Jicarilla Dormitory
Albuquerque Area Office	Earl Webb, Education Specialist General

Name of School	Name of Participant
Chemawa Boarding School	Helen Matt, Teacher - English Ray Sorensen, Boarding School Principal
Institute of American Indian Arts	Lloyd H. New, Director - Institute of American Indian Arts

JAMESTOWN WORKSHOP

Name of School	Name of Participant
Aberdeen Area Office	Rose E. Gerber, Education Specialist (Elementary) L.E. Kral, Education Specialist (Guidance)
Cheyenne River Agency	Frances A. Longwood, Teacher (Elementary) Cheyenne-Eagle Butte School Glenn J. Sorensen, Teacher Supervisor (Elementary), Cheyenne-Eagle Butte School David L. Bartels, Teacher (Elementary) Cheyenne-Eagle Butte School
Pierre Agency	George R. Weibz, Principal Ft. Thompson Community School William Pike, (Elementary) Pierre Boarding School Eugene Fritz, Guidance Counselor, Pierre Boarding School
Flandreau Indian School	Paul A. Melchior, Principal Owen A. Citrowske, Teacher Supervisor (Academic)
Fort Berthold Agency	Louis J. Whirlwind Horse, Principal - Teacher (Elementary) Twin Buttes School Harry A. Delorme, Principal White Shield School Donald D. Ross, Principal Mandaree School
Fort Totten Agency	Cecelia M. Hickey, Teacher (Elementary) Fort Totten Community School
Pine Ridge Agency	Evelyn L. Bergen, Teacher Supervisor (Elementary), Oglala Community School Elijah E. Whirlwind Horse, Teacher (Elementary), Wanblee Day School Marvin W. Waldner, Principal Little Wound Day School Donald R. Wince, Principal American Horse Day School
Sisseton Agency	John L. Roberson, Principal - Teacher (Elementary), Big Coulee Day School

Name of School	Name of Participant
Standing Rock Agency	Arlene C. Floyd, Teacher (Elementary), Little Eagle Day School Karen Swisher, Teacher (Elementary), Standing Rock Community School
Turtle Mountain Agency	Verona A. Cover, Teacher Supervisor (Elementary), Turtle Mountain Community School Dorothy D. Cwach, Teacher (Elementary), Turtle Mountain Community School
Wahpeton Indian School	Frank R. Peckham, Principal Wallace A. Diekman, Guidance Supervisor

CONTRIBUTIONS OF WORKSHOP PARTICIPANTS

WHY TEACHER AIDES?

TEACHER AIDES*

Teacher aides! Teacher aides!
You're going to have some teacher aides.
Teacher aides? Teacher aides?
What'll we do with teacher aides?
Who'll be our teacher aides?
Where'll we get these teacher aides?

Teacher aides! Teacher aides!
When are they coming these teacher aides?
September comes. September goes.
October comes. October goes.
And here they are, these teacher aides.
Where to put them, these teacher aides!

Teacher aides! Teacher aides!
Let's put them in the beginners' grades.
Teacher aides! Teacher aides!
Let's put them in the middle grades.
Lower grades, middle grades, upper grades!
We all want them, these teacher aides!

Teacher aides! Teacher aides!
How will you use your teacher aides?
Teacher aides! Teacher aides!
Run this off, type this up, record these grades,
Out for recess, in for gym, pull the shades,
Clean the floor - I need more - teacher aides!

Teacher aides! Teacher aides!
Look at the children! Look at the room!
Mary won't talk, Bill won't try
Tom ran away. See Ellen cry.
Leonard's asleep. Jane's snuffing glue.
Teacher aides! Teacher aides! What'll we do?

Teacher aides! Teacher aides!
Let's get together. Let's be a team.
You speak Navajo, Mary can talk.
Give Tom a chance, and Ellen a hug.
Let's challenge Leonard and counsel with Jane.
Teacher aides! Teacher aides! What a change!

---

*Drum beat rhythm

IMPORTANCE OF TEACHER AIDES

The use of teacher aides undoubtedly will add more and more stature to our school programs. Many of our regular teachers are saddled with many, many menial tasks which have reduced their efficiency in the job they were hired to perform. There are many ways in which teacher aides could be used to free the teachers from much of the clerical work and other non-teaching duties.

One of the most important facets that a teacher aide might perform in our Indian Boarding Schools is fulfilling a vital need in the area of human values, the shaping and sharing of human values which each child or any person needs and seeks in the social process today.

Schools that have experienced the use of teacher aides have found increased efficiency in their teachers. The instruction has become better, and the entire organization has profited. Some have remarked that a teacher aide has opened the way to time, the time necessary to do what is needed to reach the child who is looking for guidance.

A teacher aide, with adequate qualifications and meeting the needs for a particular school, could become an indispensible individual.

If plans are to use teacher aides in our schools we must be cognizant of regulations set up by the states and other accrediting agencies.

The State of Oklahoma - House Bill No. 113-N, Recommendations, Regulations and Criteria for Accrediting and Improving the Schools of Oklahoma: There must be clearly defined responsibilities between the duties of the teachers who teach and the teachers' aides who assist in performing mechanical tasks.

The basis is, that aides shall not be given the responsibility of instructing children, or supervising study halls unless they hold a valid Oklahoma Teaching Certificate in the area of work where assigned.

With this in mind one school in Oklahoma developed the basic understandings for use of teacher aides as listed.

1. They must observe the ethics, rules and regulations of the system.
2. They will not be assigned any part of the instructional program.
3. Teachers will not be excused from any part of the instructional program.
4. The school system reserves the privilege of making recommendations and changes as to types of services needed and individual assignments of volunteers.
5. Discipline problems arising should be referred immediately by the aide to the teacher.

6. Students assigned to either teacher or aide are not to be left unsupervised.

7. Any pilot program or plan using aides must be approved by the superintendent of schools and the principal of the school who must assume responsibility for its proper administration.

When the teachers and the aides understand their responsibilities and the role of each is clearly defined, the aide can render valuable assistance in the protection of instructional time through the performance of routine mechanical duties.

Aides may be used on the playground, in the lunchroom and on bus trips. Other individual assignments by our schools may need to be clarified and justified.

There is no doubt in this writer's mind that teacher aides can and will fill a vital need.

THE IMPORTANCE OF TEACHER AIDES

The classrooms of America's schools today carry a heavy load. The fact that a classroom has a teacher-student ratio of 1:30 or 1:35 is not viewed with alarm by the general public, but is accepted as the standard, although it is conceded that a teacher with such a large class load finds it virtually impossible to give students individual attention. With classes of this size teachers are able to do limited amounts of small group instruction, and a few teachers have managed to do a creditable job of conducting an individualized reading program. Obviously, the solution to decreasing the teacher-pupil ratio would appear to be the hiring of additional teachers to staff our schools. Unfortunately, our tax system will not support smaller classes and larger staffs.

Since there is not enough money available for more teachers, Bureau of Indian Affairs (BIA) schools are looking to teacher aides as part of the answer. The old educational cliché to which BIA gives lip service - "We take the child where he is and help him reach his highest attainment" - is a farce in a classroom where one teacher has to meet the needs of 30 or 35 individuals. The teacher must be freed to give more instruction to individuals and small groups. Teacher aides who possess the proper training, personality, attitudes and standards can be extremely valuable to the professional teacher by performing routine tasks and nonteaching duties which consume much of a teacher's time: Supervising housekeeping details, taking roll, keeping records and doing other clerical work, organizing materials needed for the day, putting up bulletin board materials, mimeographing, and grading papers.

Our schools are dominated by white middle-class teachers with middle class values, and this can be disastrous when imposed on Indian children and children of other sub-cultures. When these teachers are placed in positions as instructors of Indian youth, they often come with no knowledge or understanding of the Indian way of life - their child-rearing practices, their feelings, beliefs, and prejudices. As a result, the teacher assumes too much about her pupils. She assumes they have the same knowledge, skills, habits, and beliefs as their counterparts in her middle-class world. If the teacher aide in these classrooms is also Indian, and she is allowed to relate and interact with the Indian children, she can help to bridge the cultural gap and make an enormous contribution to the classroom program.

Under the wise direction of an alert teacher, the aide will use all of her talents and abilities to benefit the students, be it story-telling, arts, crafts, hobbies, singing, or simply emphasizing desirable grooming habits. The Indian child has a limited vocabulary and lacks facility in English. The Indian teacher aide can strengthen the communication skills by clarifying concepts and pointing out comparisons in her own culture. She can be especially helpful in the pre-school and primary areas where her presence and her knowledge can give assurance, allay fears, and make students ready to accept education.

As the teacher aide does drill and follow-up work in the disciplines with small groups, the Indian student has another opportunity to relate to an adult. Through the use the aide can make of native legends and tribal history, the student may be able to develop a greater pride in his heritage and a better self-image.

THE AIDE AIDS THE PROGRAM

The teacher aide can enhance the total program in four specific areas. They are improvement of classroom instruction, relief of some pressures and help in continuous learning instruction, liaison between the community and the educational institution, and aid in providing more individualized instruction and attention for each student.

Just as the dentist requires his assistant to be at his side and observe, but at the same time assisting, a teacher aide needs to be at the side of the teacher for the same reasons. The teacher aide must be ready to help when the need arises. This would be impossible if the aide is constantly down the hall running off lessons or preparing charts, or decorating the bulletin board. I am not against the aide doing these tasks, but why can't the children make charts and decorate the boards with the assistance of the teacher aide?

The teacher aide can sit down with Johnny "who can't read" and talk to him in his own language to find out some of his feelings and reactions, family beliefs and attitudes in the native language so there might be a new insight into Johnny's problems. The aide serves as a confidant when possibly the teacher couldn't because Johnny may feel the teacher would not understand.

The teacher aide could help carry the philosophy of the educational program back to the chapter houses and communities. In our school we are not a community school; therefore, it is difficult to get our "mission" out to people through community involvement. The Navajo aide can help present our program.

Many times in our total school program, as well as in our classroom, we make mistakes that are contrary to the Navajo religious beliefs. Many superstitions are unknown to the persons working with the children, and therefore, we do not know why the child has pulled the shell over himself or why he has escaped by running away from school. The teacher aide can alert the school of mistakes they are about to make, rather than allow the mistake to be made.

I also believe that having a Navajo aide in the classroom helps to present a good educational image for the Navajo learner. Often, from the beginner level through upper levels the Indians do not see any one but whites in the classroom. How much more meaningful it would be for Johnny if he were assisted in some of his learnings by some one of his own cultured background at every level.

THE IMPORTANCE OF TEACHER AIDES IN OUR INDIAN CENTERED COMMUNITIES AND SCHOOLS

A teacher aide program in an Indian centered community may best be defined as a multipurpose school-community ambassadorship. I say multipurpose because teacher aides living and working in their immediate communities and schools are but one of the many "old" innovations to come in the field of education. In some instances, the teacher aide may be asked to assume the role of a first line resource person while at other times to act as interpreter. In other situations the teacher aide may assume the position of buffer in school-community interactions and be instrumental in instituting closer relationships by cementing these interactions into well defined home-community-school programs.

As so often happens, school people tend to assume highly protective and possessive attitudes in regard to the use of and/or the sharing of school information, facilities, equipment and supplies. In most instances, anyone not directly concerned with school work or, in the larger schools, anyone from a different department within the school often becomes "the outsider". The high fences and locked gates at some of the school sites serving Indian youth of all ages five days a week, eight hours a day, are indicative of situations where a well defined teacher aide program can best be initiated to help remove these barriers and in reality help to bring community and school together for the benefit of all concerned.

Education is big business. It is not only big but very serious, and at budget time becomes a high priority commodity. Teachers in this sense are a commodity and teacher aides can become a truly invaluable commodity to the total program of a school. The total worth of the aide may not only be measured in dollars and cents but by such statements as:

1. Do the qualifications of the teacher aide meet the immediate needs of the program being desired?
2. Is the teacher aide truly accepted by the school and community?
3. Does the teacher aide understand his or her role in the overall school-community program?

Teacher aides must be instrumental in making things happen and, as any high priced commodity, will make things happen.

Developing the hidden talents of our Indian youth as well as discovering and making use of community leaders and village elders who may have been set aside or ignored for too long is another phase of the teacher aide program. Indian leaders throughout the country are forever stressing the need for more and better educational opportunities for all of their people. In this way, they are in a sense saying that it is possible to take a little of the best that the dominant culture has to offer and still preserve one's identity, one's dignity in his or her Indian world. The preservation of the "I" image within a particular Indian group is necessary for self-identification into manhood and womanhood.

Does it all end here? Not really. For the educator there is always another group on the way and the many problems will again come into being and most probably will be met quite well ...... even, though it may take another 15 or 20 years to accomplish!

IMPORTANCE OF DORMITORY AIDE - TEACHER AIDE

It has always been my opinion that members of the nonprofessional staff are among the dormitory's most valuable human resources. The failure to utilize the teacher aide to his fullest potential in the dormitory program represents a waste of one of the most valuable resources.

In the past, experience has shown that the dormitory aide can give to the total faculty the same kind of stimulation and information as the outside consultant engaged to work with the professional staff. Experience also shows the aide handling careful staff interrelationships because these individuals have the advantage of bringing specialized techniques and information to co-workers they know personally. Most of the time they also have the advantage of possessing a first-hand knowledge of the concrete problems faced by the guidance supervisor and teacher counselor. They can apply to these problems the techniques and operational knowledge that will assist guidance supervisors and teacher-counselors in realistic solutions of problem.

With this in mind, we try to create the atmosphere and stimulate the kind of human relationships that draw the dormitory aide into active partnership with the professional staff, for the benefit of the total dormitory program.

In closing, it appears that the dormitory aide and teacher aide are two very important members of the instructional team.

IMPORTANCE OF TEACHER AIDES

The importance of teacher aides cannot be over emphasized IF --

1. The school administration truly understands, appreciates, and wants such a program. -- I feel that most poor attitudes and substandard performances can be corrected by a forceful administration that has been stimulated with a design for successful school operation. The successful administrator will pass this enthusiasm on to his teachers who will support him in return for the support he has given them.

2. The teacher has a true understanding of the program and feels secure in her position. -- This security comes from proper orientation by her supervisor so the teacher understands her function and that of the teacher aide. Time must be provided for discussion between the teacher and the teacher aide. No one functions well in the "dark", and these two who are to work so closely must understand the objectives of each other and the methods of achieving such goals. As in any other area of life, personality conflicts will occur between teacher and teacher aide, and these should receive very careful consideration by the school administration. Efforts must be made to promote understanding, but if this fails, it would be better to transfer the teacher aide to another teacher rather than leave a disruptive atmosphere in the classroom.

3. The teacher aide understands his position and responsibilities and truly wants to serve the children with whom he will be in contact. -- The teacher aide must be selected on the basis of his qualifications and should be placed in a position in which he feels secure, i.e., according to his educational level, his tribal knowledge, and if he can maintain tribe and peer respect if he accepts such a position. Duties for each aide position should be clearly delineated so the incumbent knows what is expected of him, but duties should not be so binding that the aide is not permitted to act on his own in some areas, or make suggestions in any area. It is to be hoped that every teacher aide has some vocational or professional goal, and this new experience should provide a stepping stone toward attainment of this goal. Communication lines, then, must be open between him, the teacher, the administration, the children with whom he works, and the community in which he functions.

4. The children in the classroom understand, to a degree, the function of the teacher aide. -- If this position is in a small reservation day school, the children may know the aide as a friend of the family or as sort of a playmate. They must be taught, then, to treat this person with new respect and to understand that his function is to help them learn more, faster. If the aide is a stranger, as he might well be in a boarding school situation, children must be prepared to accept, with respect, new people with ideas very different from their own.

If the teacher aide program is to be entirely successful on the reservation, it must be explained to the people in the community. In those tribes who scorn the rising of one person above the other, the teacher aide may almost become an outcast. He may lose his own self-respect and become a total failure. Perhaps the education committee on the reservation could work with the community to promote understanding and a desire among the people to accept the assistance teacher aides can give and thus, help break down the resistance against them.

IMPORTANCE OF TEACHER AIDES

It is a rare instance when one finds a classroom with a fair ratio of students per teacher. This is equally true in public schools and Bureau of Indian Affairs schools. The present situation - overcrowded classrooms and teacher shortages - is likely to be with us for years to come. The use of teacher aides can serve as a partial solution to the problem.

An aide in a classroom can relieve a classroom teacher of many routine chores which consume her valuable time and prevent her from devoting full time to instruction. These chores include such tasks as keeping daily attendance records, locating books and materials, distributing materials to students, checking papers, recording grades and scores, setting up and operating such teaching devices as tape recorders and projectors, making charts and posters, and typing and mimeographing assignments.

A well-trained aide can become a teaching partner. She can give individual attention to students while the teacher is occupied with a group of students. She can give additional help to slow learners, perhaps in the form of drill. She can help the teacher plan additional activities for fast learners who might otherwise waste valuable time.

The Indian aide working with a non-Indian teacher can be most valuable in establishing good rapport between home and teacher, community and school. She can acquaint the teacher with the customs and beliefs of the Indian community and prevent her from making "fatal" errors such as breaking the taboos of the community. The aide can make it easier for the teacher to be accepted in the homes and become a part of community activities. Teacher and aide together can make home visits and discuss problems with parents. Because of common tongue and common background, the aide can often explain the actions and the motives of the teacher to parents who might otherwise misunderstand and misinterpret.

Most important, the aide can be the means of establishing a good working relationship between students and teacher. Being intimately acquainted with the children's backgrounds and reasonably well acquainted with home conditions, the aide can often explain children's reactions and behavior to the teacher. She can prevent the teacher from making serious mistakes in her relationships with the students. She can interpret and clarify when the teacher has difficulty in getting meaning across. The aide can assist the teacher in making use of children's own experiences for developing oral and written expression. She will be acquainted with tribal legends and crafts and can introduce these into classroom experiences.

A teacher aide should be a valuable assistant in any classroom and nowhere more so than in a classroom where the students are Indian and the teacher of another race and background; this assuming, of course, that the aide is an Indian and preferably from the same community as the students. The aide can be a time-saver, an assistant, a partner in teaching, an interpreter, and a public relations person who can interpret the aims of the school for the community and the needs of the community to the school.

IMPORTANCE OF TEACHER AIDES

It is said that a person is a part of everyone
with whom he comes in contact.

Teacher aides play a prominent role in today's schools - BIA, private, and public. Although the importance of teacher aides cannot be expressed in terms of dollars and cents, grades, or achievement scores, it is reflected in the class-room environment through behavioral patterns and attitudinal changes which may be positive or perhaps negative.

The success or failure of the teacher aide program in any school depends on many factors - recruitment, selection, orientation, assignment, and evaluation and growth.

Recruitment

Every possible source should be tapped to recruit desirable candidates for teacher aide positions, including acquaintances, organizations within the community, employment services, schools, colleges and universities, and tribal representatives.

Selection

Since teacher aides, like teachers, work with children - our most valuable asset - applicants should be screened very carefully before the final selections are made. School days "make up" the impressionable years. Children emulate the teacher and teacher aide with whom they work - actions, attitudes, dress, ideals, mannerisms, and speech; consequently, aides who have good qualifications, empathy with children, and a love of learning should be selected.

Orientation

After selections have been made, teacher aides should receive thorough orientation to the school (the philosophy, objectives, program, rules, and regulations), to the pupil population (culture and backgrounds), and to the roles of the teacher and teacher aide within the program. A training or internship program would be very beneficial.

Assignment

The administrator who knows the strength and weaknesses of the staff should analyze the roster of teacher aides carefully and attempt to assign aides to those teachers who believe in the program and who are willing to work with aides. If the teacher and teacher aide are compatible and work harmoniously as a team, other teachers will realize the advantages of the teacher aide program and request aides.

Evaluation and growth

The teacher and teacher aide should evaluate their work continuously and establish or re-establish goals for their direction. Good in-service training will ensure professional growth for teacher aides as well as teachers; consequently, some of the aides may become interested in teaching careers.

Teacher aides who enjoy working with children and performing a variety of tasks are valuable assets to the teaching profession. By freeing the teacher to teach, by bridging the gap between cultures, by aiding pupils in roles of self-identification, and by offering encouragement in numerous ways, teacher aides provide incentives for completion of school and steps to higher learning, which will lead to a decrease in the dropout rate.

Yes, the role of the teacher aide in the classroom is very important!

INDIAN TEACHER AIDES

The writer contends that the use of teacher aides in Indian schools must first of all assist the children to relate their own particular Indian background (culture, heritage) to the curriculum of the school.

To be most effective, the teacher aide must be made a contributing team member whose duties, while helpful, would not be relegated entirely to menial tasks.

I would view the aide primarily as an interpreter of the culture, a resource person helping to make the curriculum meaningful to a particular Indian group of whom he is a member.

A culture is learned. No person is born with ideas, beliefs and skills. They must be learned. That is, they become part of one's personality because of his having been exposed to them. That which is learned and shared with others (language, skills, beliefs) becomes the culture of the group. Each generation learns it anew.

A culture exists only as long as man continues to implement it. He preserves it and transmits it. It becomes imbedded in the human mind and in this way it is perpetuated. A culture is a way of life. People learn to adjust their lives in order to keep their culture alive.

By a system of rewards and punishment, a person learns what is expected of him. His behavior conforms with that of the people around him. He develops sentimental attachments which support and bolster the culture of his group.

Much of what a person likes or dislikes, what he considers worthy or undesirable, what angers or humors him is based on the culture of his group. Extensive similarities are sometimes considered personality traits, to be developed, rather than common traits which are learned.

Stereotyped images of Indians are based on the assumption that they are by nature different from non-Indians because they do not display the same types of personality characteristics. Actually, their experience and background, in most instances, differs vastly from other Americans -- even other Indians.

There is a great diversity of languages, skills, customs and beliefs among American Indians. Each individual Indian group, no matter what its particular culture may be, is fiercely proud of this Indian heritage. Those things they share in common, as Indians, are considered worthy of preservation.

Indian children come to school imbued with "Indianness" absorbed at home. Naturally, they view materials presented to them at school within the framework of their Indian background and experiences. It is possible, even probable, that past experiences have not prepared them to understand fully ideas that are presented in the assumption that their experiences and background parallel those of most other American children.

Take, for example, the child described in Charles C. Long's poem:

"YEI-IE'S CHILD"

I am the child of the Yei-ie.
Turquoise for my body, silver for my soul,
I was united with beauty all around me.
As turquoise and silver, I'm the jewel of brother
        tribes and worn with pride.
The wilds of the animals are also my brothers.
The bears, the deer, and the birds are a part of
        me and I am a part of them.
As brothers, the clouds are our long, sleek hair.
The winds are our pure breath.
As brothers, the rivers are our blood.
The mountains are our own selves.
As brothers, the universe is our home and in it
        we walk
With beauty in our minds,
With beauty in our hearts, and
With beauty in our steps.
        In beauty we were born.
        In beauty we are living.
        In beauty we will die.
        In beauty we will be finished.

It is apparent that few, if any, other American children would share the insights, the closeness to nature that this Navajo child has. His school experiences certainly must be interpreted within the framework of his previous teachings, his beliefs.

Close teamwork of teacher and aide utilizing intimate knowledge of a child's background and everyday life would undoubtedly make his daily school experiences more meaningful.

Using such a system, we would come much closer to realizing the dream of Dave Martinez in his poem:

"NEW WAY, OLD WAY"

We shall learn all the devices of the white man.
We shall handle his tools for ourselves.
We shall master his machinery, his inventions,
    his skills, his medicine, his planning;
But we'll retain our beauty
And we'll still be Indians.

By adopting such a cooperative system, it would be much less probable that we would have to lament with Lee Ann Wray,

And in the wasted hours, alas,
It seems to me;
I always tried to make them hear and never
    made them see.

PERSONAL REACTIONS TO THE TEACHER AIDE PROGRAM

"A teacher aide? I can't believe it! You mean, I actually have someone to help me grade papers?"

This was my mental reaction when informed by my supervisor I would have the services of a classroom aide. This mental reaction quickly became a verbal expression of joy as the full impact of what my supervisor had just told me hit me with staggering force. I tingled with excitement as my mind raced uncontrollably with thoughts concerning the value an aide would be. In innocence and ignorance my mind rhythmically registered - grade papers ... do bulletin boards ... grade papers ... run errands ... grade papers ... duplicate seatwork ... grade papers ...

As a classroom teacher I had anticipated the day when, by the grand and glorious assistance of an aide, my papers would be graded, a task which consumed my evening hours. After teaching for seven years, my preconceived ideas of teacher aides were narrow and usually centered on the one idea - "grade papers." Little did I realize that my knowledge of aides was so limited, and that during the next two years I would have the cataracts of ignorance removed from my mind's eye so that I could see the real value of classroom aides.

I would like to relate a few experiences regarding work with aides while a sixth grade teacher for the Bureau of Indian Affairs. During the two years I taught Navajo youngsters, I was privileged to work with six different aides, all Navajo people.

The advantages of working with a teacher aide are numerous. Although my thoughts circled in one groove - "grade papers" - I discovered the greatest value of an aide was their assistance in group work. During reading classes, I assigned the aide to assist the pupils engaged in independent assignments -- work sheets and work books, reference materials, filmstrip previews, etc. One aide was invaluable in his work with small groups of pupils using the previewer, patiently explaining the vocabulary and meaning of the captions in each filmstrip. In arithmetic classes the aides were very effective. One aide, in particular, loved to give the under-achievers additional, but necessary drill on the basic multiplication and division facts using flash cards.

The aide was in constant demand as an interpreter and mediator of culture. On several occasions the aide was asked to explain to the class, in Navajo, some difficult concept in science or social studies. Quite frequently the aide came to my rescue when a Navajo parent came to the classroom door, or when a pupil uttered something in his own language because of his inability to express himself in English. Under the direction of a demonstration program at our school, the aides presented weekly lessons in Navajo and English dealing with the history and culture of the Navajo tribe. The aides, especially the younger ones, were able to relate exceptionally well with the pupils and provided a model for them.

The teacher aides also provided needed and expected assistance in grading papers; however, the aides spent a minimum of time on this task which had appeared to me so gigantic and essential at the beginning. The aides also were utilized in the following ways:

1. Preparing teaching materials for specific classroom instruction.
2. Assisting the teacher and pupils in preparing bulletin board displays.
3. Duplicating teacher-prepared materials for independent work.
4. Assisting the teacher in the supervision of pupils during recess and meals.
5. Filing pupil work in individual pupil folders.
6. Checking attendance and preparing attendance records.

Many problems were encountered in working with teacher aides which, when recalled, bring a chuckle to my throat as well as mental anguish to my mind.

The biggest problem faced was a lack of pre-service and in-service training for myself and the aides. I realize that the aides were filled with anxiety and apprehension regarding their assignment, but I experienced the same feeling when an aide walked into my room for the first time. The importance I attached to the grading of papers stemmed from an ignorance which could have been alleviated by an in-service training program.

At one school where I taught, the aides were required to attend a one-hour training session each week on their roles as aides in the classrooms. In order to make the most effective use of aides, the teaching staff was asked to complete an evaluation form once a month on which they were able to make suggestions regarding the teacher aide program. It was apparent, however, that the in-service training program failed to provide the necessary link in the chain of communication between the teachers and the training personnel. Recommendations submitted by teachers were never in evidence in the performance of the aides.

One problem was the scheduling of aides. The first year of the program, one aide was shared by five teachers in the intermediate grades. The aide was assigned to work with one teacher for five eight-hour days. As a result, the aide rotated among the classes only once every five weeks. The impracticality of this scheduling is exceedingly obvious.

A major concern of any teacher is the ability to relate with the aide; professional rapport is imperative if we are to obtain the most effective use of an aide. One aide who was assigned to me was a Navajo, middle-aged woman with whom communication was practically impossible. On another occasion I was given an elderly Navajo man who was reluctant to take directions from a much younger person. Three aides with whom I worked were younger than I, and I discovered communication was facilitated because of the age factor. I firmly believe that sex and age should be considered when aides are assigned by the administration.

The aides I have worked with have been cooperative, but have failed to show initiative in assisting with classroom work. This results from several things - lack of professional training, feelings of insecurity, lack of in-service training, failure to establish adequate standards of performance, etc. The classroom teacher can help solve this problem by giving the aide opportunities to exhibit initiative.

One young man who worked with me immediately indicated enthusiasm and excitement for his job. He was willing to go beyond the required and designated assignments to help the children learn. One day I was asked to go to the supervisor's office for a few minutes. I was ready to begin an arithmetic lesson on material which was new to the pupils, so I told the aide to let the children read their library books until I returned. His reply shocked and staggered me, "May I try to teach the arithmetic lesson?" I was thrilled! Here was an aide who exhibited the kind of initiative I had been working to acquire in my paraprofessional assistants. Within a few seconds my mind weighed all the pros and cons of permitting this aide to attempt the arithmetic lesson. My decision was one for which I was never sorry. "Sure, Paul." I commented, attempting to conceal my excitement and pride, "go ahead. I'll finish up when I return." If I had refused this aide the opportunity to teach the lesson, I would have stifled any initiative which existed within him. I personally felt I would rather reteach any wrong concept which the children had acquired than to puncture his balloon, filled and bursting with initiative!

Looking back on my experience with teacher aides, I feel that this program is the greatest contribution made by Public Law 89-10 to Indian education. The values of the teacher aide program are now obvious to me, so obvious, in fact, that it is hard to believe I was so naive. And in the past two years I have learned much - much more than the fact that the aide was hired just to "grade papers".

IMPORTANCE OF TEACHER AIDES

Most of the BIA classrooms are assigned over thirty students. With one teacher who is responsible for teaching all subjects, it is physically impossible to do an adequate job in meeting the needs of all students. If teacher aides were available to each classroom, and if the teachers were well enough informed on the proper use of the aide it would be a major boon to the educational program.

A teacher aide would reduce the pupil-teacher ratio to a more realistic and workable number. More individualized educational programs could be realized and the students would be afforded a richer and better educational opportunity.

Sub-grouping, within the classroom, offers each child the chance to work at his capability level. Such sub-grouping is recommended for reading, mathematics, language classes, and in most other subject areas, at times. An aide could conduct some of the class groups and permit more opportunity for each child to participate actively in each subject area.

Individual help can be offered students who are having difficulty in some phases of their work if an aide is assigned to the group. In some instances, the aide could assist or free the teacher to help the students.

Programmed learning is advocated for both the slower students and for the more competent ones. Students who use this type of learning move at their own pace. Aides can do an exemplary job in directing this type of work and free the teacher for other assignments.

Some of the more competent aides can assist students or teachers with research projects. In planning a unit of work, the aide can select materials from the library, collect concrete items to be used with the unit, work with a committee of students in planning, organizing, practicing or conducting assembly programs or field trips.

Should the aides belong to the same culture group as the students, they can be invaluable in helping "bridge the gap" between the cultures. Conversely, they could serve in an advisory capacity for the teacher and prevent him from making "faux pas" against the child's culture.

Not only can the aide serve as another adult with whom the child can relate, but he can be an incentive for the child. The aide can serve as a motivation factor for the child to continue his education. He becomes an example to be emulated.

The aide can serve effectively as a counselor. He can be an example of good grooming and proper conduct. In this way, he is instilling within each child a pride of his heritage and a feeling of worth. By learning to know each child by name, by recognizing him as an individual of worth who deserves a word of praise, or even a reprimand if it is warranted, the aide gains a feeling of worth and becomes an individual in his own rights.

We want and strive for tribal and parental involvement in our schools. The teacher aide program is an ideal method to accomplish this and would be one of the greatest assets to our educational program at the same time. We need aides, we want aides, and we hope we can continue to get many aides.

THE IMPORTANCE OF TEACHER-AIDES

Assuming the obvious, namely, that the teacher aide performs any or all the 30 duties outlined on the guide sheet, and that the opportunity does provide additional employment at a sub-professional level for Indians, we are now able to discuss the real importance of teacher aides.

Primarily, the position of teacher aide has been established to allow the teacher maximum utilization of her teaching time. With the teacher aide working the assigned items on the guide sheet, the teacher is now in a position to implement a program of individual or small group instruction. It is now possible to plan remedial and enrichment programs in depth. It may even permit the teacher effectively to consider her role as a counselor. The teacher will learn to delegate responsibilities. It is hoped that the teacher aide, learning to anticipate the requirements of the teacher, will create the atmosphere for a most effective teacher-teacher aide-student team operation.

The teacher aide, if he is of the same native group or tribe involved in learning, can serve a vital role as a delineator of cultural patterns, language difficulties, inhibitions, and taboos that may reinforce, accelerate, condition, or block the learning process. He is in a position to convey to the students tirbal and family assurances, to give them confidence in their ability to achieve and improve their self-image. This liaison becomes important not only to the student but also in the evolution of an excellent tribal-family-school relationship.

The teacher aide, under the guidance of an empathetic teacher and administration, can develop into an effective and responsible employee.

RECRUITMENT AND SELECTION
OF
TEACHER AIDES

SELECTION OF THE TEACHER AIDE

The selection of the teacher aide is a very important task and much consideration should be given to it. Here are a few items worthy of consideration.

1. Who is going to make the selection? Administration? Community? Teacher? Or is it going to be the efforts of all of these? Those who are involved will help to promote the program.

2. What purpose is the teacher aide to serve?

    a. Dormitory aide? -- To help train the student in his everyday household tasks, physical well being, work habits. These traits are formed for life in the early years of the student, usually from 8 to 15 years of age.

    b. Office helper? -- Paper work of the dormitory, teacher, administrator?

    c. Recreation and physical education?

    d. To be an assistant to the classroom teacher? -- Instruct, interpret English to the student, do the "lowly jobs", bridge the gap between the two cultures, use the skills possessed by the teacher aide?

    e. To teach the arts and crafts of the Indian peoples?

    f. What age group will she serve?

    g. Will the program promote the development of the student or the teacher aide? Or will it be as it is in some cases, to take people off welfare and to give them money to live on?

3. The love of children should rate very high on the list of musts. Along with this would be showing of patience, trust, and knowing the value of the individual student. Help the student with his ever-present task of self-identity.

4. Do we want an Indian as a teacher aide? If so, should he be from a local tribe? Modern or Traditional?

5. The teacher aide should speak and understand English well enough to help the students and to serve as an example of academic achievement. The aide should enrich the classroom atmosphere.

6. Middle class values or "lower class values" (subcultural)? Do we want someone who is in the transition from one class to the other? If the teacher aide is too much removed from the local culture, she may be rejected by the community and be of no value to bridge the gap between the two cultures.

7. How much education is desired? Formal, some college or beyond a high school education? Should she have more education than the students she is working with? Informal education, practical experiences, community leader, PTA, business world, student of human nature? Or have a willingness to learn and be flexible in her approach toward her job?

8. What part would age play in the selection? At best, we are always one generation removed from the children. Younger aides have just come through this period and can remember the difficult time they had. They might be better able to understand students. Conversely, older people may be wiser, better equipped, show more patience (maybe less), set in their ways and harder to get along with. But they also know what they want their youth to get from an education.

9. What personality characteristics are desirable? Outgoing personality that is "catching" to the students? Maybe help the communication between the school and community.

10. She could be an example of the product of the two cultures. Maybe an authority on the Indian culture. She could be the very important link between two cultures. She could help the student select the best of the two cultures.

11. Would male or female be of Importance? Some value of the male being employed as far as the community and the family is concerned. Image status could be very important. Male image in lower grades.

12. Should the teacher aide be chosen to fit the need of the job and should the personality of the teacher be taken into consideration?

13. Should we use special skills and abilities of the teacher aide? May possess a skill that could be used in all classes, may work in all classrooms. But for the most part teacher aides should work with one or two teachers.

14. Will she be threatening to the teacher? A highly educated, outspoken, or an older teacher aide may threaten a new-young or older teacher.

15. Will she be an asset to the program? Will she enrich the total program? Will both she and the teacher grow from their experience?

These questions may or may not be of any value in any given situation, but in many cases would serve as guidelines and helps. In the long run we should ask: Will this help our students to grow in the way we desire them to grow?

RECRUITMENT AND SELECTION OF TEACHER AIDES

What measuring stick should be used in selecting a teacher aide? No doubt, many administrators and supervisors will find themselves at a crossroad not knowing which direction to travel. Is it possible to find an individual with all the desirable traits of personality that we call good or acceptable for the job to be done? Or, is it possible to take those who are available and "mold them" or "make them over" so they can do the job required?

These and many other questions will rise, as a monster from the seas, and could make the task impossible. There will be some ideal personality in mind, but how often in life do we find the perfect one? So we'll have to struggle with making the best possible selection, even if the measuring stick shows limitations in potentials of the person to be selected.

It is possible for a bias, a fear or a slight prejudice to show its face in efforts to make the best possible selection. For example, will he or she be lazy and not report to work regularly and on time? Wouldn't it be nice to find one who is clean, good looking, filled with energy and a willingness to work? But what would I do if the tribal council exerted pressure for the employment of a person with few or none of the desirable attributes for the job? Also, it is possible to find a person who will have many of the desired qualities and is a victim of a traditional dislike from most members of the tribe or community.

Why were the questions raised? First, it was to present some of the problems involved within the emotions and mind of the person who will be responsible for making the selection of teacher aides. Secondly, it provides an opportunity to make a few suggestions that may help lift one out of this dilemma. The task may appear to be too big or an impossible one but this is not necessarily true. It may take a bit of stretching of one's imagination in a positive direction or going forward with faith in humanity and believe with all your heart and spirit that "all things are possible" --- given the right set of circumstances.

Then, what comes next? It is more likely than not that we will not find the ideal and may find moments of indecision; however, a selection must be made. The next step will be to arrange the "right set of circumstances" to mold and make the teacher aide for your school and the students whom they will teach. Where do we begin, Mr. Administratior or Miss Superivsor?

This question may be easier to ask than it is to answer. Anyhow, you must believe in your duties and responsibilities as well as the overall aims and objectives inherent in the plans for the use of teacher aides. Then, the next step is to be the salesman or the leader who can implement and initiate plans to cultivate an atmosphere of acceptance on the part of teachers. If an aide is to be of the most benefit to the teacher, the students, the school and all concerned he or she must be accepted, feel wanted, and given dignity and status within the school setting.

As the plan for the use of aides becomes definite, it should not be dictated or demanded of teachers to accept the decree that has been made from a higher authority. There should be a plan to involve the school staff in a process that will develop, within them, a feeling of the need for aides and contributions that can be made to teaching and learning. Once this has been done, over half the battle has been won.

We may not be able to find our ideal for an aide to the school and teachers, but we do have within our grasp the tools and techniques to mold and shape one. If we are lucky or can find a person with empathy or genuine love for students we have the foundation or beginning for an aide. Our measuring stick may not show much at the beginning, but as an administrator or supervisor all ingredients are available for us to "make" what we need and want.

RECRUITMENT AND SELECTION OF TEACHER AIDES

To be sucessful, the teacher aide program depends upon the care and attention exercised in the selection of the aides. Too many times, especially in outlying areas, there is not much choice and a school is lucky if one or two qualified applicants are found. However, if the number of applicants exceeds the number of positions to be filled, then the administrator has an opportunity and an obligation to use good judgment in his selection. There are a number of factors he should be aware of in the selection process.

1. Is the person being considered experienced in the handling of children?
2. Does the applicant have a strong desire to be a part of the teaching process, or is she merely looking at the work as a means of making money?
3. What kind of person is she?
4. Is she dependable?
5. Can she relate to the teacher and children?
6. Extreme care must be taken to determine if the applicant is "in" or "out" with the power structure of the village. In small villages especially, much harm to public relations results if this phase of employment is not observed.
7. The former work experiences should be carefully studied. If the candidate has worked in the school environment before, then her record must be given preference, if satisfactory.
8. Assuming the selection must come from the local village, care must be taken so that any personality clash between staff and the selectee is avoided. Too many times in similar circumstances the village politics is brought into the school and the children get short-changed.
9. As in the case of teachers, many times the best qualified on paper will do the poorest job in the classroom. I have seen some really fine teaching done by people not considered to be educators--a janitor, bus driver or shop man who were natural teachers, and if the opportunity for training had been available they would have been sensational. This know-how is not always acquired in college classes.
10. The question of selection is sometimes predetermined if only one applicant is available. The teacher who is to use the aide usually feels that she should have a voice in the selection.
11. The big difficulty in selecting teacher aides could be made easier if the program had a continuing tenure. It is extremely difficult to recruit and keep good employees on a five or six month basis. I believe that if teacher aides could be placed in the same situation as teachers with year-round employment, we could recruit and keep good aides. With educational leave privileges, they could be encouraged to go to school for additional training.

RECRUITMENT AND SELECTION OF AIDES

Suddenly the door opened while the teacher was conducting a study period. She was introduced to Mrs. X with whom she had had little or no previous contact. With an official air the teacher was told that Mrs. X would be her aide and they were to work together. With this brief instruction the door closed. The teacher smiled at an aide who was eager to make a first impression, and invited the aide to sit while she finished the work period with the children.

In this frustrating manner many teachers begin their work with aides. With this kind of brief and hurried instruction it is quite possible that all goals and tasks will not be clearly outlined or understood by the aide. Some of the rules are learned as they are broken, either by accident or by design, which usually involves a problem of attitudes for which the teacher is subject to full blame. Neither is the administrator at fault, for the poor institution of the Aide program, because he probably does not know of the immediate appointment of the aide until her arrival.

To eliminate this kind of frustration on the part of both teacher and aide and to create a classroom climate that is conducive to moving toward and hopefully arriving at the broad goals of education, the following procedures for the recruitment and selection of teacher aides are recommended:

1. A set of flexible, broad and general guidelines should be formed at the national level. These would serve as a framework within which local bodies would operate.

2. Specific guidelines for hiring an aide should be set at the local level. Because of the diversity of problems distinctive to given areas or villages, or segments of large communities, it is best that the recruitment and selection of the aide be made by the local people who will be directly involved with their service--children, teachers, principals and educational program administrators. (a) It might be well for an aide to visit the classroom and test the children's reactions. In a short while the children will reveal acceptance or rejection. (b) The teacher should have an interview with the aide, at which time she gains some insight into the aide's attitude toward the goals of the school, the children themselves, and her attitude toward work (promptness and completing assignments, for example). Goals and tasks should be clearly outlined and discussed with the aide during the interview. (c) Tribal conflicts, political ties, the hiring of relatives or friends, social status in the community, whether one is liked or generally disliked, social problems that involve emotions, and moral problems that necessitate the lowering of middle class standards are some of the problems that would probably have to be dealt with on the local level.

3. An aura of professional dignity should be created around the job. To facilitate this I recommend an in-service program for aides. Efforts should be made to hire the aides in the spring so they can attend a summer in-service workshop, preferably area-wide, where they can get acquainted with the kind of tasks that a teacher will expect of them and at the same time profit from interacting with the other aides. There should be some effective force for dignifying the profession to correspond

with that expected of teachers. The aide should manifest a pride in her work that is free of a mere semblance of work to draw a paycheck. Perhaps a six-week probationary period would not only help to develop pride in a sense of accomplishment, but bring out finer qualities of the aide on which an effective teacher can build. During this time it might be easier to eradicate problems that could be distressing and trying to the teacher later on.

4. The best available talent should be selected, preferably high school graduates who are energetic and willing to learn and work, not tired mothers whose attachment to welfare checks might make work extremely unattractive. I solemnly believe in a sound program designed to uplift humanity.

RECRUITMENT AND SELECTION OF TEACHER AIDES

In order to facilitate the inception of a teacher aide program and to help ensure future continued success of the program in any given school, it is most important that great care be exercised in the selection of persons to fill teacher aide positions. Teacher aides in Bureau of Indian Affairs boarding schools, in addition to meeting the criteria of aides in the ordinary public day school, should also possess certain special qualifications. Persons with these qualifications will be needed because of special conditions that are inherent in Indian boarding schools and not usually found in public schools. One of these qualifications is desirable because many of our Indian boarding school students are bi-lingual. Ideally, the teacher aide should be able to converse in the native tribal tongue of the students with whom he is working as well as have fluency in the English language. Obviously, in schools where many different tribes make up the composition of the student body, it is unlikely that an aide can be located who speaks all the different tribal tongues. However, if the aide speaks or has a knowledge of one tribal language this will be an invaluable link between him and the students he serves; a ready-made situation that will enable him to establish rapport that is especially important in the early weeks of a term during which time boarding school students experience their greatest periods of frustration, homesickness and loneliness.

Another special criterion worthy of consideration in the selection of teacher aides for boarding schools is that the aide should have a knowledge of the customs and tribal mores of the students with whom he is to work. The aide may or may not be an Indian himself; however, if he is a member of a tribal group it is more likely that he will have a broader understanding of tribal customs, and this will enable him to have stronger bonds of communication with his students. With a knowledge of tribal background, history, and customs the aide will be in a more favorable position to help the student bridge the gaps that exist between the dominant white culture and the Indian culture to which the student is accustomed. The aide can point out to the student the elements in both cultures that are worthy of retention as well as those elements that are undesirable in each culture. He can do this without destroying degrading, or casting any unfavorable connotation on any element of the Indian culture. The aide can do this even more effectively if he himself is Indian. The aide must be able to transmit to the student the idea that there are many parts of his Indian heritage that are commendable and worthy of retention and preservation just as there are many desirable features of our dominant democratic society that are unexcelled in their desirability and merit his strong support.

Teacher aides possessing the two special qualifications briefly described will be effective in helping students of our Indian boarding schools to develop into useful and productive American citizens.

RECRUITMENT AND SELECTION OF TEACHER AIDES

An integral part of all recruitment programs in our area involves informing prospective personnel of programs implementing aides in both classrooms and dormitories. Announcement is made by one or more of several methods. Local education committees and school boards have been organized recently to aid in announcing and screening persons showing interest and ability in this area and making recommendations for employment. Liaison aides, census clerks, and enrollment clerks often aid in informing chapter officials, public and mission schools, and community individuals of up-coming proposals.

After individuals have been informed of programs in their native language, normal personnel procedures are activated. Title I administration allows for clerks to be employed by the Division of Personnel, thus expediting matters which enable Navajo personnel to report for employment in a shorter period of time than regular program personnel. Fiscal year 1967 Title I activities provided employment for approximately five hundred personnel, over ninety-two per cent of whom were Navajo. Another two per cent were Indians of other tribes. Present Title I intentions call for hiring available personnel at any level to be trained for higher paying positions and ones demanding and warranting respect of other Navajos.

Original qualifications called for the necessity of prospective employees having two years' college training. Because of the isolation factor, among others, this stipulation was waived thereby enabling us to employ aides ranging in labor grades from GS-2 through GS-5.

Problems of recruitment include finding qualified persons living in isolated areas who are interested in working in this program. Another problem occurs through housing facilities not being available for temporary employees. Still other problems occur in a few isolated areas in delay in hiring a non-Indian. This situation exists primarily in isolated areas and only in such isolated cases as those mentioned.

Two basic difficulties present themselves: Communication and standards for employment. Efforts to alleviate these difficulties through intensified in-service training are revealing a decrease in the severity of these difficulties.

Regularly scheduled bi-weekly meetings are held at the Area Division Education office, at which all Agency Demonstration Teachers and Agency Projects Administrators are present. At this time, situations are brought to the attention of the group which involve personnel qualification standards. Generally speaking, Personnel has no official position description designed to meet the unique needs of our programs. Normally, a "Training Instructor GS-5" position description is used by Personnel for persons qualifying for what we call "Classroom Aide". Personnel uses "Instructional Aide GS-4" or "GS-3" to fit persons applying for positions called "Classroom Aide GS-4" or "GS-3" by Title I administrators on the Navajo. In some cases it becomes necessary to employ an aide at the GS-2 level. When this occurs Personnel uses, as a guideline their "Day Attendant" position description. Title I Personnel understand these differences and why they exist and relay the differences to agency administrators including principals and principal-teachers, who, in turn, relay these facts to local teachers. The difficulty, however, lies in the fact that in some cases follow-up is neglected. These statements, then, illustrate why these are called "difficulties" and not problems".

Upon completion of necessary employment documents, prospective employees are interviewed by local school officials. In cases where an applicant has had little formal education, local chapters, liaison aides, local school committees, census clerks, and/or local traders may be asked to offer recommendations to ensure these prospective personnel as being indigenous to the community.

JOB DESCRIPTION--DORMITORY AIDES

These persons would not work as dormitory managers but would be involved in duties that would complement the total program. These persons would not act as work supervisors or disciplinarians, or do janitorial work.

The duties would consist of:

1. Helping the counselor set up a program for guidance activities.
2. Helping the professional guidance staff prepare lessons by looking up reference materials.
3. Providing guidance to the students under the supervision of the counselor.
4. Acting as an interpreter to be sure the right concepts are understood.
5. Supervising after-school study.
6. Conducting craft classes.
7. Organizing club and related activities.
8. Helping, or completing by himself, bulletin boards.
9. Acting as a resource person to the teacher - counselor and complementing the total program with constructive criticism.
10. Telling stories to small groups, keeping the Indian youth informed of their heritage.
11. Guiding the guidance staff in in-service training of new non-local personnel.
12. Accompanying the guidance staff on home visits.

JOB DESCRIPTION FOR DORMITORY TEACHER AIDES

The following job description is suggested, and because the writer's experiences in working with teacher aides has been in dormitory situations, one may feel that it is specifically suggested for such a situation; it is not.

The job responsibilities of teacher aides will vary from place to place, situation to situation, dependent upon many factors, but the responsibilities suggested can always be adapted to meet the needs of individuals and/or groups.

To make for a more effective utilization of dormitory teacher aides, the orientation and training of a teacher aide should be carried out in three phases. If the program called for a three-phase training orientation, it would call for three complete sets of job descriptions in many instances, but not in all situations.

It must be understood that the services of the teacher aide will be utilized by the professional personnel as well as the instructional aides in a dormitory.

A person coming to work in a dormitory for the first time (professional or non-professional) does not realize the responsibilities involved in the position he is accepting. When he accepts such a position he is also accepting responsibilities created for him on the job which are not written into his job description.

Phase I

This phase of the training program would involve mostly observation on the job, learning the routines and schedules, getting acquainted with the overall objectives and understanding how they fit into the total picture. The program will involve learning how to use all equipment in a dormitory, getting acquainted with the personnel, and understanding the policies of the school as well as the dormitory to which the teacher aide is assigned. It is strongly recommended that this phase of the teacher aide's training be utilized in getting informally acquainted with all the students in the particular building to which he is assigned. The teacher aide will also be acquainted with facilities available outside of the dormitory which will be utilized in his work.

If at all possible, the teacher aide's schedule should parallel as closely as possible that of the teacher-counselor or supervisory instructional aide of the dormitory to which he is assigned. The teacher aide, in this phase of his training, will be under supervision at all times, and the length of time in this phase will vary for individuals.

Phase II

This will involve actual participation in those duties the teacher aide will be held responsible for, but he will still be under the supervision of the teacher-counselor or the supervisory instructional aide. In other words -- on-the-job training.

Phase III

We hope that by this time the teacher aide will have reached the point of sufficient self-confidence to assume the following responsibilities with a minimum of supervision and with the understanding that additional help is always available.

a. Help the instructional aide with:

1. Accounting of students - taking bedcheck, checking attendance of students in the various activities, locating students reported absent from classrooms, etc.

2. Dispensing of medication as prescribed by the doctors and/or nurses for students who are ill.

3. Obtaining food and serving to students who are ill in the dormitory.

4. Helping students with their home work in the evenings if requested (and if capable).

5. Relieving regular instructional aide of answering telephone calls so that she can attend to more important matters.

6. Organizing recreational activities in the dormitory -- small group parties, and intramural teams.

7. Taking students on shopping trips who need special help in prudent spending and selection of purchases made.

8. Preparing bulletin boards in the dormitory appropriate to the subject, season and objectives. (It is suggested that teacher aide and instructional aide work together on this at the beginning and then let the teacher aide work with students to prepare them in the future).

9. Chaperoning students to various activities on and off campus.

10. Helping with mail pickup and mail delivery to various departments, relieving regular attendant for other duties at hand. The teacher aide will also assume this responsibility for the teacher-counselor.

11. Assuming other responsibilities in the event he has to substitute for a regular employee.

b. Help the teacher counselor with:

1. Checking out, setting up, operating, and returning visual aids to proper places.

2. Making visual aids material for the teacher to use in guidance classes.

3. Mimeographing material for the teacher to use in guidance classes, in-service training, etc.

4. Filing, typing reports of students. (If there is a clerical aide, then these duties will be her responsibilities.)

5. Taking phone calls and messages in the absence of the teacher-counselor from her office.

JOB DESCRIPTION--DORMITORY AIDES

Because of staffing problems, dormitory aides are being utilized as instructional aides, and in most cases are doing a commendable job.

The dual role of these aides prevents them from giving the children the care and attention required. A delineation of specific duties and additional aides would relieve the situation and afford each aide an opportunity to function more efficiently.

Teacher aides should be selected first of all for their interest in the program and in some cases for their knowledge of the culture of the children. In my estimation they would not have to belong to the same tribe, but they should have respect for the people with whom they are working.

These aides should have a good command of English usage and be able to talk clearly without accent. Some beginning courses in guidance and counseling should be required as many instructional aides have attended sessions at Fort Lewis College and other colleges. Proper orientation should be emphasized for all aides such as responsibilities, duties and other requirements.

Some of the duties which would relieve the instructional aides in the dormitory would be:

1. Student accountability
2. Chaperones
3. Intramural program
4. Janitorial services and laundry
5. Tutoring
6. Linen and supply services
7. Chaffeurs
8. Sponsors
9. Dining room supervision
10. Playground supervisor
11. Practical counseling

The aide would supplement our staffing pattern which is needed in all boarding schools.

POSITION DESCRIPTION FOR INSTRUCTIONAL AIDE -- DORMITORY

This position is to be located in a boarding school dormitory housing 125-350 boys or girls.

The dormitory aide will be under the direct supervision of the instructional aide and/or the teacher-counselor within the dormitory. The aide will perform duties within the guidelines and framework according to the policies of the Bureau of Indian Affairs and the employing agency.

Duties will include demonstration and training of students in the proper techniques in using automatic washers and dryers and in developing skills in laundry methods, ironing or pressing, mending and making minor repairs to their personal clothing.

Assistance will be provided to advise students in proper decorating of their rooms and in maintaining proper cleanliness in order to create a home-like atmosphere.

The aide will encourage students in maintaining proper personal cleanliness, proper dress and to form habits of good grooming. They will encourage the students to display proper behavior both on and off the campus at all times.

The dormitory aide will assist the students to become oriented to dormitory and school life. He will give aid and assistance to the students whenever possible in the preparation of class assignments and in assisting him in locating resource materials and references needed in completing assignments.

The aide will conduct students on shopping trips and will assist them in making wise selections and purchases of their personal clothing. They will also assist the students in developing plans for social activities and in seeing that these plans are completed.

The recipient of this position must be able to pass the motor vehicle test in order to operate a government car.

THE USE OF AN AIDE IN THE READING PROGRAM IN A SPECIAL EDUCATION CLASS FOR CHILDREN FUNCTIONING ON A RETARDED LEVEL

A teacher aide can be utilized in many ways and for many purposes with a class of children on a retarded level.

This paper will concern itself with the use of a teacher aide in the reading program in a class functioning on a retarded level.

For example, a special class composed of ten students would indicate ten different reading levels of difficulty. Also, various methods of instructions will probably need to be utilized by the special teacher in order to meet individual differences. A brain injured child would probably not be taught by the same methods as would a cultural familial retarded child.

A teacher aide can be of great help in such a class. I would like to list a few specific tasks of the aide. It should be emphasized that these tasks are worthwhile, not busy work for the aide.

1. Working individually with students while others are reading independently; or the aide may take two students and work with them.
2. In small groups, the aide can help vocabulary building by using flashcards or having students review words on the blackboard; these words may be from a prepared list or from a current unit being taught.
3. While students are reading independently at their desks, an aide can help with unknown words, explanations, etc., that might arise.

As can be seen, the duties are of great importance in a day's work in the classroom. The elimination of these duties from the teacher would permit her to continue individual instruction without being interrupted.

A teacher aide could take the responsibility of setting up the necessary equipment and materials needed for the day's reading program. This would mean joint planning by teacher and teacher aide, thus hopefully producing essential rapport.

TEACHER AND DORMITORY AIDES -- JOB DESCRIPTION

Teacher aides who are professionally trained, or those who have been trained by a professional person have been active in helping this profession for many years. There would not be a serious shortage of manpower if more teacher aides were hired to assist the teachers, instructional aides in the dormitory, and the teacher-counselors. Teacher aides have and will continue to contribute to the total education of the Indian children.

There have been demands for carefully defined and worked out job descriptions and training guidelines for teacher aides, reflecting a concern that teacher aides must have numerous unrelated training programs established. Such concerns are leading to demands to define the role of the teacher aides before there has been time to find out what that role should be. The tendency to impose immediate structures could limit the use of a teacher aide's talents. Perhaps it would be better to assume that there may be intrinsic advantages in the employment of aides. There should be a period of experimentation and risk-taking which is essential before job description and training guidelines are established firmly.

Demands to prematurely structure and standardize the aide's role could stifle effective utilization. Just as the role of any position or profession is different from agency to agency or from school to school so will that of the teaching aide differ. The aides' training and job description should take into consideration the specific setting in which the teacher aide will be employed and the specific role he will have within this particular setting.

We should not put ourselves in the position of handcuffing the aide before there is an opportunity for the teacher aide to prove himself. Just as long as there is a well qualified and trained person responsible for the training of the teacher aide, let us not be so concerned or fear the decline in professional teaching or the quality of instruction.

Job descriptions and guidelines for teacher aide training should not be watered down to please agencies, schools or administrations.

THE PREPARATION OF
TEACHER AIDES

TEACHER AIDES: FROM THE WORKSHOP TO THE CLASSROOM

Socrates, in a discussion with one of his adversaries, was asked to name something that was "good". Feeling wary of this question, Socrates replied, "Good for what?" He realized that if he said food or water or something necessary for survival, his adversary would point out how these things, used in excess, might actually be detrimental to one's well being. The man replied, "Just name something good. I'm not interested in why it is good." Socrates then said, "If something is good, it must be good for something; if it is not, then it must be good for nothing. If you want me to tell you something that is good for nothing - I neither know, nor care to know of any such thing."

There is a fundamental truth in this story to which I would like to refer. We may leave this workshop tomorrow saying, that it was a good workshop. But six months or a year from now we may look in retrospect and question whether it served a worthwhile purpose. Education workshops, too often, have not discussed the business of how ideas, proposals, and insights move from the workshops to acceptance and eventual incorporation into the classroom routine. However, workshops are not unique in this respect. We have heard it said again, and again, that there is a wide gap between what we know about the process of learning and what actually takes place in the classroom. This is true, in part, because much more attention is given to an educational innovation than to the plans for gaining its acceptance.

It has been stated in workshops that if something is going to happen, someone must make it happen. Effective teacher aides will not just happen. This will require a cooperative effort on the part of administrators, teachers, and teacher aides. Cooperative education is a *sire guo non* for effective job training in all areas. This is especially true in training teachers and teacher aides to work harmoniously to create a climate for learning in their classroom.

If the BIA schools represented are to profit as they should from a workshop, decisions must be made. Principals will need to make decisions regarding assignments, time allotments for orientation and training meetings, the use of resources (human and non-human). Supervisors, although their authority is less than the principal, will need to make decisions as to how their consultant role may be used to effect change in teacher behavior, especially if the use of the teacher aide requires the teacher to modify attitudes and update his knowledge of learning as a cooperative effort of all who are concerned.

The effectiveness of the teacher aide program will be determined, to a great extent, by these decisions. A good program will not just happen. Neither will it be successful if it is demanded or imposed. Many educational failures are already documented as a result of this approach. A teacher can make only the changes he or she understands and chooses to make. These changes can be expected only as a teacher has a chance to consider proposals and has the opportunity to study.

Thus, before we conclude that a workshop has been good, we need to consider, individually, our role in ensuring that the value of the workshop is not lost in transit when returning to our respective schools. I must agree with Socrates that if a thing is good, it must be good for something.

HOW TO ORIENT PEOPLE TO THE JOB OF THE TEACHER AND DORMITORY AIDES

"Mrs. X, here's your aide, Miss Y," beams Mr. Z from the administration office.

Mr. Z, exuding satisfaction, strides back to his office. Mrs. X and Miss Y look with uncertainty at each other and both hope for the best. This actually happens, but let's hope such casual placing of an aide is on the wane.

Recruitment, selection and orientation of aides are interrelated, really all part of the same process. Recruitment and selection require a certain amount of orientation, such as discussion of qualifications and job description. In too many instances this preliminary is all that the aide receives before he or she is taken to the classroom of the dormitory office.

As in the case of any instructional innovation or change, the persons involved should participate in the planning. If the teacher or dormitory counselor is to be working with an aide, he or she should be considered sufficiently competent to interview prospective aides.

After the aide is actually selected, the administrator and those who will work directly with the aide should hold a conference at which time roles and duties are clarified. Duties need not, in fact should not, be rigidly set, but the aide should know what is expected. It is important that the professionally trained teacher or counselor assume the responsibility of leadership. The aide should understand that his or her function is to assist the professional person do a better job of guiding children or youth. One of the main purposes of the first conference is to establish rapport among those involved.

It is usually beneficial for the aide to observe the teacher or counselor at work with the students for a day or two. The professional person should explain to the aide the long-range and immediate goals and methods of procedure. As the aide becomes acquainted with the situation, he or she should help in planning the work to be done. The aide should be encouraged to be creative and to take pride in the accomplishment of pupils. The kind of work done by the aide will depend upon his or her progress and abilities. Some aides can do clerical work, housekeeping chores and some routine tasks. Others who have empathy and understanding can work effectively with children and youth.

An aide should not be forced into work beyond his or her depth. He should enjoy the pleasure of being successful and appreciated in the work done. As his capabilities increase, so should his responsibilities. At the very beginning an aide should be taught to understand that confidences and rights of the pupils must be respected, much as a doctor or lawyer respects the confidences of patients or clients.

An important part of the orientation of an aide is to help him set certain standards of behavior and performance for himself, and to take pride in meeting the standards. An aide should feel from the very beginning that he or she is an important member of a team, that includes teachers, counselors, administrators and, most important of all, the pupils.

METHODS OF PREPARING AIDES

In the process of upgrading all phases of Indian education, careful thought and consideration should be given to the selection and training of teacher aides. If well chosen, they could be invaluable to classroom teachers. If not, possible chaos could exist.

Since a primary reason for an aide is to help bridge the cultural gap, a list of prospects should be submitted by the tribe itself. Recommendations from the tribe should be comparable to those required for the classroom teacher (except for state certification). Some of these standards required of the applicant may be patience, initiative, cooperation, good health, neat appearance, love for children, high moral standards, desire to fill this job, knowledge of culture to be preserved, and an ability to converse well in the English language.

The names of the applicants meeting the above standards and meeting the approval of the tribe could be submitted to the board for interviewing and hiring.

After the prospects have been screened, an orientation workshop should be planned and attendance required.

It would be wise to have this training workshop conducted by well-qualified teachers or by consultants who have not long been removed from the classroom. The leader should be completely aware of the classroom-teacher needs and problems.

This workshop should carefully outline the activities which will be required of an aide. She should be completely aware of the many duties she will be expected to execute.

A well-planned workshop of this type would prevent aides from entering classrooms without realizing the real impact of this job. She must never have the idea that it is a job for a baby sitter or a "general flunky," but a job of many responsibilities.

A well-designed, printed handbook would be an asset to place in the hands of all new aides.

Teachers should also be screened for their ability and desire to work with an aide. The same handbook of printed information outlining the duties of an aide should be placed in the hands of the teachers.

The dignity which should accompany the job of an aide, and the desired outcomes, can be realized only when she and the teacher have a mutual understanding of exactly what is expected of this new team.

METHODS OF PREPARING TEACHER AND DORMITORY AIDES

A. Teacher Aides

1. In a day school.

In the Phoenix Area, it is to be expected that teacher aides will be selected from the people in the community of the school. People in the Aberdeen area, however, seem to hire non-Indian teacher aides because they are able to obtain much better qualified people. Consequently, these remarks are intended for those whose personnel are similar to ours. It would be well for the teacher aide to first receive orientation from the tribal leaders as to what educational goals have been set up and how these leaders believe such goals can be accomplished. Then, orientation from the school administration should follow so the aide can understand the relationship of the school to the tribe and community. When the teacher aide reaches the classroom, he should observe for two or three days, have consultation with the teacher daily so he understands her objectives, her methods, and the needs of individual children. If there are several teacher aides in the school, they should be given joint-instruction on operation of equipment, procedure for getting supplies, etc. If this is not practical, the individual teacher will give such training as she can. During this orientation, the teacher aide must understand that he gives as well as receives, and he must be given confidence so he will feel free to offer suggestions and comments when he feels he can improve any situation.

2. In a boarding school

Applicants for teacher aide positions in boarding schools are more likely to be non-Indian than Indian and they are likely to have better academic qualifications than those in day schools. They are also likely to have contact with children of many tribes so their orientation will be quite different. They need a thorough understanding of the make-up and operation of the school. The school administration should explain all branches, their relationship to each other, and the objectives of the school. Since the aide will probably be working with many tribes, he will need a working knowledge of the characteristics of each tribe - their religion, their taboos, etc. The administration may be able to furnish this information, but it is easily forgotten, so a handbook prepared ahead of time would be invaluable. When this teacher aide finally reaches the teacher, the same kind of orientation should be conducted as for the day school aide.

B. Dormitory Aides

Dormitory aides in a regular boarding school, involved with children from many tribes, will need broader orientation than those in border town dormitories. Again, they must see the whole picture of the school operation and how each segment depends on the other. This will mean complete and open discussion from the administration, head of guidance, teacher-counselors, teachers, etc. An understanding of and respect for each tribe is of utmost importance. If the school involved cannot furnish adequate information, perhaps the education committees of each tribe could be of assistance. After the aide is assigned to a dormitory, he should observe the operation, methods of handling problems, routine, etc., as well as try to gain the confidence of the children.

Border town aides will probably know tribal tradition and a light treatment of that segment of training would be sufficient.

METHODS OF PREPARING TEACHER AND DORMITORY AIDES

The entire success of the teacher and dormitory aide program in a school will depend on an agreeable and comprehensive understanding and relationship between the supervisor and the new employee.

There must be sincere effort to establish rapport that will put the new aides at ease as well as to promote initiative and enthusiasm for the duties they are to perform.

In preparing the teacher or dormitory aides they must first be informed and become familiar with the basic philosophy the school has adopted as its educational goal. In clarifying these aims the following should be considered:

1. The basic aims in education and guidance that the school is trying to accomplish.

    a. The educational, social, vocational, emotional, spiritual and economic needs of the group of students who attend the school.

    b. A review of the organization of the staffing of the school. The aids should be briefed as to the duties and responsibilities of each department of the school, how these all fit into the total school program, and how each is tying to accomplish the ultimate goals of the Bureau of Indian Affairs. The human elements cannot be overlooked and it is very important that the aides be introduced to the entire staff of the school. Many times this is overlooked, resulting in non-acceptance and criticism of the new employee.

    c. The new aides should become familiar with the background and culture of the group of Indian people they are to work with. Contrary to common opinion this will vary with communities, localities and Indian tribes.

    d. The new aides must become familiar with the program, methods and techniques used by the teacher and the group they are to work with. This is up to the supervisor to fully and patiently explain the program, the duties, and the functions the aide is expected to perform to carry out a successful teaching program.

    e. The aides must be given written or verbal guidelines to help them in establishing acceptable student behavior patterns in the classroom or dormitory. They should observe and work with the teacher to understand how the lessons are introduced and carried out so they will be able to help the teacher in better individualized instruction either in the classroom or in the dormitory.

    f. The aides should be given full information as to other duties they are expected to perform in order to relieve the teacher of daily chores that are important but that can be done effectively by the aides. Some of these might be grading some types of tests, recording grades, helping collect materials for demonstrations as well as for bulletin boards, etc. They should be allowed to use their initiative in making suggestions

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and solving problems. I believe this preparation should not be given hurriedly or half-heartedly, and that by establishing rapport and good working relationship, the orientation program will result in valuable help. The rewards will be many by having a well-trained teacher aide who will be an asset to the program of the school.

ORIENTATION OF TEACHER AIDES

Orientation

Sometime before, during or after orientation, teacher aides should be allowed to observe the classes in session for a reasonable amount of time, in order to become familiar with the pattern of student behavior and teacher-aide relationships. They should be impressed with the ideal that students are not yet adults; however, they are human beings and when treated with proper respect, they will respond in the same manner. Familiarity with students' names and faces should be gained by teacher aides as soon as possible, but stress should be placed upon their position as a teacher-type friend and not a teen-age-type friend.

The content of orientation sessions should include an introduction to the school's policies, procedures and a tour of the plant. The school's educational program, its potentials and limitations, whether it is vocational or college preparatory, should be made clear.

The teacher aide should be informed as to his position as a temporary employee, what, if any, benefits are available to him, taxes, and number of hours he is allowed to work on the program. Explanation should be clear as to what is expected of the teacher aide in terms of regular work habits, absences, and actual working hours. Emphasis should be placed on communication between teacher aides and their coordinator, and attendance at regularly scheduled training sessions.

Orientation for all teacher aides should begin in the library, for this is the hub of academic activity. Since the new concept for libraries includes the Materials Center which houses supplies and audio-visual equipment, then this should be included. Sessions using filmstrips which provide an introduction or review of library functions would perhaps suffice if a librarian is not available.

Dewey Decimal Classification System

Since this is the most common system, and used generally by high schools, it is necessary for teachers, teacher aides and students to be familiar with it. In order to locate the books and materials needed by the teachers, this facet of library work is basic.

Card Catalog

The index to the entire book collection is the card catalog. This is another source of bibliography material which lists not only books but also non-book materials, filmstrips, disc recordings in literature, speech, listening music and music appreciation, tape recordings in Spanish and in tribal music, maps, charts, and vertical file information including pamphlets. Periodicals are indexed in the Readers Guide to Periodical Literature. (Pictures in our library are not indexed or listed.) Cartridges housing 8 mm films are indexed in the Card Catalog (but movies are not kept at BIA schools because of the availability of the Brigham City Depository.)

Materials Center

Supplies used for teaching, student supplies, and audio-visual equipment are housed in the Materials Center. Teacher aides should be familiarized with the procedures of obtaining and returning equipment and supplies. The need for compliance with the procedures of the Materials Center must be emphasized.

Audio-Visual Equipment

Training in the operation and care of audio-visual equipment should be given by the librarian or person responsible for this equipment, with emphasis on the preservation of projection lamps, careful handling of film, filmstrips and records.

Teacher aides should become proficient in setting up and operating all audio-visual equipment such as tape recorders, record players, 8 mm single concept projectors, manual and autoload 16 mm movie projectors, filmstrip projectors, opaque and overhead projectors, individual filmstrip previewers and any other available equipment.

Clerical Duties

While teachers in different departments desire different types of clerical work to be done, the duties are generally the same. In order to serve the teacher effectively, some time should be devoted to the basic generalities such as:

- Checking roll, recording and reporting absences
- Grading objective tests and papers and recording grades
- Filing materials
- Typing lists, lessons and bibliographies, ditto masters and mimeograph stencils
- Duplicating disposable materials.

Duplicating materials necessitates learning to use the liquid duplicating machines, mimeograph machine, Thermo-fax, Dri-copier, and any other duplicating equipment.

Reference Work

Teacher aides should be familiar with reference books, their possibilities and usage. Before much can be done, the teacher should inform the teacher aide of the scope of the courses taught, and perhaps introduce her to the textbooks. An extensive inventory of reference books should be done independently by the teacher aide, with the help of the library staff.

Few teachers have time to research the library for supplementary materials, or make bibliographies adequate for assigned reports; nor do they think to give the librarians time to do it for them. This is one source of help from the teacher aide, which both teachers and librarians would appreciate.

Bibliographies

The librarian could introduce teacher aides to her Shelf List, which shows every book in the library, in the order in which it appears on the shelf. It is a simple matter to list all, or nearly all books in a certain classification pertaining to a specific subject.

Proper or desired forms for bibliographies should be decided upon by the teacher and librarian before training begins.

OUTLINE OF TITLE I LIBRARY PERSONNEL DUTIES

Book Material

1. Circulation of book and non-book material.
2. Re-carding of returned books.
3. Re-shelving of books.
4. Records of daily circulation and library usage by individuals and by classes as laboratory.
5. Assist in inventory.
6. Work on the subject cards for the card catalog.

Non-Book Material

1. Circulation of audio-visual material.
2. Circulation of Vertical File material. Processing of materials including pamphlets, clippings from newspapers and magazines. Keep subject cards on Vertical File material for the card catalog.
3. Circulation, care and processing of records, discs and tapes. Maintain subject cards for records in the card catalog.

Title I Equipment

1. Accession and process all new Title I equipment including books. (Includes special stamping with Title I number and BIS number.)
2. Maintain card file as to identification numbers, pertinent description, model number, location of equipment.

Extended Library Usage

1. Supervise library during extended library hours in the evening or at noon.
2. Issue passes, check attendance and maintain records of library usage.

Note: This can't be done all at once, and probably sounds like the Librarian did virtually nothing, with all this help. Not true! The Librarian is in class half-time, and the library half-time. This outline really asks a lot of the aide, but all functions could be done, if an industrious aide could be obtained.

TEACHER - TEACHER AIDE -- HUMAN RELATIONSHIPS

Can you remember your very first day in the classroom? Anxious, nervous, unsure of the mode? In fact, vestiges of these "first day" feelings recur at the beginning of each school year. You were educated, reasonably prepared, with some knowledge of what was expected of you and yet you faltered a bit at the prospect of confronting a strange group of children.

You're now an experienced teacher or supervisor. One day soon your system is going to provide you with additional help in the form of an aide.

Ideally, she will have some education. She will be from the same ethnic group as the children. She will be proficient in both her native language and English. She will be aware of children's needs and have great empathy. She will be willing to learn and have the approval of her people.

Since we rarely achieve ideals, she will be someone good in some aspects, lacking in others. She will now be the stranger in the classroom. She will need your help. Can you give it to her? Have you resolved your own fears and concerns - answered your own questions: Do I feel threatened by the presence of another person in the classroom? One who may have closer ties to the children than I have? What will I have her do? How can I best use her? Will I accept and use her unique talents and resources? How can I prepare the children for an additional person in the classroom? What administrative "hang-ups" need I anticipate?

Each of these questions and their answers belong to the broad area of human relationships. We often make large assumptions that when an individual is assigned a role in our society, he automatically knows all the cues and clues to relating to all individuals he will meet in this new situation.

All people involved in a teacher aide project now have new roles. The administrator must explore his relationship with new personnel. If he is wise he will realize the tremendous potential in communication that now exists between the school and community. He will attempt to involve the community in the program through meetings, seminars, even perhaps in selection of the aides themselves. He will continue sending information and developing this pipeline to the community.

The teacher now adds "supervisor" to her many roles. Her relationship to the aide needs strong rapport so that the teaching-learning process (between aide and teacher) will be open both ways. She needs to be very open and definite about her expectations. She needs to explore continually the possible resources available through her aide. She needs to accept readily the aide as part of the staff.

The children's sphere of relationships will change. If the teacher has been clear about the role of the aide in her classroom, they will accept the aide in that role and adjust accordingly. They will perhaps relate differently to the teacher in the new situation.

The community should experience a new sense of involvement with their own members now engaged in working with their own children.

The key to establishing these good human relationships necessary as the foundation of any good program is attitude. To produce positive attitudes, many opportunities for discussion (before school opens and/or going through the year) should be made clear. Roles should be reasonably defined. All potential avenues of resources should be explored. The aide should be guided in developing awareness of child development techniques.

The point for this program is the teacher. She can make the administration aware of its responsibilities. She can make the job of teachers' aides a vital and rewarding one. Most of all, with wise and sensitive use of the aide, the teacher can enrich the lives of the children.

ORIENTATION OF DORMITORY AIDES

Great care must be taken in the selection of the prospective dormitory aides, because the responsibilities they are about to undertake are tremendous.

It should be made very clear that it takes a certain type of temperament and personality to be successful in the position, and above all there must be a sincere interest in the children with whom they will become involved. Aides should be given a briefing as to the scope of the position before they are hired.

The orientation hopefully can be given in groups of five to ten aides who will be hired at the same time. This is true, of course, only in the larger schools.

The first day of orientation should consist of a tour of the school buildings and dormitories with as many introductions of personnel as can be arranged. The tour can be followed by an informal "buzz" session to clear up any questions about the operation. This should be followed by passing out the Guidance Handbooks, the required reading of the BIA and any other materials that might be helpful.

The orientation of the aides should be carefully planned over a period of one week, consisting of morning sessions only. The afternoon should be planned so the aides could visit the classrooms and dormitories, thereby enabling them to better understand the overall operation of the plant.

The materials covered during this week must be carefully planned and must cover many of the important BIA and local policies. The first and second line supervisors and people from other departments should be used to instruct portions of the orientation. This helps everyone involved to better understand their role as to the most advantageous use of the aides.

The first week orientation should be followed with weekly discussion sessions. The aides should be allowed to carry on an active part in the weekly meetings by being allotted portions of the meetings for discussions. This should not exclude meetings with first and second line supervisors; these meetings should be flexible and as often as needed. The aides should also attend meetings of the guidance department.

The weekly meetings should be carried on for a period of at least six weeks and in some cases longer, depending on the ability and past training of the aides.

A workshop would be very beneficial to the aides and the school. The workshop should be on a level comparable to the educational background of the aides. This workshop could be carried on any time during the year and would help all the aides old and new.

Last, the orientation should be evaluated by the entire group and any suggestions for improving future orientation session should be compiled.

HOW TO ORIENT PEOPLE TO THE JOB OF DORMITORY AIDES

Even though the orientation of dormitory employees to their job needs much more study, planning, and organization, it has come a long way since I was oriented to my new dormitory job, by my new principal, who said, "Go on over. You know where the dormitory is". There are prescribed guidelines that each school must follow in the very first orientation. For the first orientation, BIA personnel office gives the job description, the performance requirements, and the performance rating which must be studied, as well as the required readings from the BIA manual. A place must be set up to give direction to the new employee's professional goals, the training and experience he needs, and what he can expect for help in achieving this goal. At the end of three months, the aid is interviewed again to give his supervisor an insight as to how the aid really feels about his job, and how the supervisor feels about the work being doing.

Orientation is a continuous process and must be done in an informal and a formal manner. Never can an employee learn of his job completely in one interview, or in one in-service training session, or even in one workshop. Training lasts as long as the employee works. All this must be done, some daily, some weekly, and some yearly.

The supervisor must meet frequently with the aids in planning the work of the department. She must let the aides know what is expected of them and they must know what they can expect from the supervisor. Together they must set the goals of the department and know how best to carry out these goals, and to set up the work plans for themselves, the work of the building, and the care of the children. It is well if these plans and discussions are kept in note form for later study and referral.

As time goes on, weaknesses will show up in many places. It may be poor housekeeping, rough or cross speech to the children, poor supervision of the children's activities, etc. Whatever develops of this nature must be noted and corrected. It must not drag on, but attention directed to it and correction made.

A supervisor may not think that a certain activity is handled as she would handle it, but she must realize everyone will not do things the same way and if the staff is getting good results, let them continue, for many times their way is best understood by the Indian child.

Encouragement must be shown for good work. Incentive awards, words of praise, letters of commendation, etc., should be given as earned. Many dormitory aids feel that their work is not seen or appreciated unless the supervisor gives praise when it is due.

The supervisor sets the tone of the building. Her morale can become the morale of the staff. There must be a closeness of working and achieving together. The good of the children is our work and their success is our goal. One guidance director described a dormitory supervisor as a person who must show some "fire". By working with her staff daily, she must set a flame and the desire for a good achieving program by thorough training of her staff.

METHODS OF PREPARING TEACHER AND DORMITORY AIDES

Develop a structured sequential orientation program for all aides. This will include basic goals needed for all aides. It could be held in a college for one week.

Following this a local orientation program should be given for a week. This probably should be conducted on a "one-day-a-week" basis (if the schools are waiting for the aides).

Specific needs would be considered at the school level as on-the-job training.

The original program will be subject to continuous evaluation, by the participants (staff, aides, and a non-participating committee). The children should also be interviewed and observed to determine strengths and/or weaknesses within the program. Ask for an evaluation of the teacher aides after they have taught four or five months. Ask for comments on areas that were of little or no value, areas that should not be changed, or areas that should be broadened.

The orientation staff would be chosen from strong, instructional aides, teachers, supervisors, parents, and available college instructors.

The general session or first week of orientation would include instructions in areas where the aides would probably be expected to assist. This would be crafts, games, folk dances, songs, programs involving speech, plays, etc.

First of all, aides should be familiar with the philosophy of the teacher aide program. Their help would be solicited in planning teaching strategies needed to implement the main objectives of the program.

With a teacher aide in a classroom more individual help should be available. Children can write more letters to parents, brothers, and sisters who are away in other boarding schools. Correct form and improved sentence structure can be presented to the writers which they may alter moderately, yet not lose the meanings, feelings, and identity of self.

Aides would receive a basic knowledge of growth and development of children. They would understand that some tasks are beyond some child's abilities even though some of his peers find them easy.

Give assignments to teacher aides so that teachers and aides can experience success with the children.

Train aides to use the dictionary and other reference works. Teach them to use the library to find books they can read to the children.

Provide a resource library of materials written in a layman's language.

Aides will receive training on how to talk with the children about their problems. Children's questions about sex are sometimes embarrassing to aides. The aides could be given basic instruction in sex roles of boys and girls, health, the body, and a working vocabulary for this type instruction or conversation.

Teachers need to receive help on how to use teacher aides. The success of the program will depend on careful planning, stated goals, and the part each person will play in the day's work.

Conferences between the teacher and the aide will strengthen the program. They will plan the next day's work together and evaluate the day just completed. Professional rapport will be strengthened when each is aware of his role in the program.

HOW TO ORIENT PEOPLE TO THE JOB OF THE TEACHER AND DORMITORY AIDES

Teacher aides in the classroom and dormitory are needed! Some improvement is needed in the orientation of these classroom and dormitory aides. Our aides (Navajo area) are sent to Northern Arizona University, Fort Lewis College, and New Mexico University to receive training as dormitory and classroom aides. These aides give their summers for training to be better governmental employees. Later in the school year these same aides (a great percentage) if asked the following question would answer: (1) My supervisor does not expect me to use what I learned at summer school; (2) My supervisor thinks of me as "commode cleaner"; (3) I know many things that I can do for the children, but my supervisor does not think I can do the job correctly.

Our aides are willing to go to workshops, summer schools, and lectures, and these same aides are "dumped" on our classroom teachers. These teachers have received these aides during the month of March and October (1967 and 1968). These "dumped" aides had training, but what to do with teacher aides? Some teachers let the aides do "clean-up jobs", "lunch takers", and "teacher all-day watchers". How wonderful it would have been if the teacher knew what aides were supposed to do. The first year (1967) a local workshop could have been conducted from September to February; this year a workshop could have been organized from September to October, on a one day a week basis.

I believe our (Navajo) aides are better trained than what we give them credit. We sometimes blame the aides for problems that arise, when actually the basic groundwork has never been properly laid.

ESTABLISHING TEACHER-TEACHER AIDE RELATIONSHIP

The importance of teacher aides depends upon many obvious and some not so obvious factors. The purpose of this paper is to cite only a very limited number of these factors.

To begin with, the teachers and the prospective teacher aide should be oriented to the new situation that both will create by being in the same classroom. The teacher should be made aware of some of the cultural differences that he or she will encounter in having an Indian teacher aide. This should be presented in a pre-service program for teachers and teacher aides.

The fact that cultural differences of Indians are presented, makes the teacher aware that he or she cannot do a lot of assuming. Also, there should be a realization that there may be some language difficulties on the part of the aide. Directions that are given by the teacher to the aide should be simple enough so that the aide does not become confused as to what is expected of him.

An understanding should be established between the teacher and the aide as soon as possible. Since generally the aide will be more reserved than the teacher, it should be up to the teacher to help put the aide at ease. It should also be understood by the teacher that the aide is not in the classroom to undermine any authority or class control that the teacher has established, rather that the aide is there to help in as many ways as possible.

It is the writer's opinion that during this pre-service program the aides be given a chance to observe several classrooms. The range of classroom visits should be from the beginner level to the highest school grade, which in some schools might be as high as the second or third grade. It is further felt that after adequate observations the aide may have a choice as to what grade level he or she may wish to work with.

After rapport has been established between the teacher and teacher aide, good planning for each day should occur. The teacher should suggest but not demand. The aide should feel free enough to tell what he desires or what he would rather not do. Not only should rapport exist between the teacher and teacher aide, but rapport between the teacher aide and the children as well. The teacher should help the children to feel that the aide is also to be listened to and obeyed. The teacher and teacher aide should support one another.

The teacher should extend responsibilities to the teacher aide so as to not make the aide feel that he is only a handyman or janitor. This could be done during the planning part of each day. Find out what the capabilities of the aides are and use them to the best advantage for the children.

The teacher should not take all the initiative, but if rapport is established, she should be able to generate motivation from the teacher aide.

The writer feels that getting started on the right foot with a teacher aide is paramount. If a good relationship is established then all else will follow.

PREPARING TEACHER AIDES

The comments in this paper are directed primarily toward the classroom teacher aide, although they may have some application in many respects to the dormitory teacher aide as well.

Many topics are covered while orienting new teacher aides - learning how to operate audio-visual equipment, manuscript writing and chart making, insights into the over-all goals of the school program, acquaintance with the general procedures of the department in which the aide is to operate, and the like.

One particular topic that we have found helpful to include in training sessions is a portion built around the basic needs of children. Most of our aides have had no college training or studies in psychology and seem to find this exercise helpful in better understanding ways in which they can make an active contribution to the child's welfare and learning environment.

The group will identify and list some basic needs of all children.

EXAMPLES

1. All children need love.
2. All children need a sense of belonging.
3. All children need a sense of security.
4. All children need to experience success.

Each need will be discussed by the group in specific terms of things the aide can do to help see that these needs are met.

EXAMPLE

All children need a sense of belonging.

What can the teacher aide do to help see that this need is met?

Maybe Johnny has been sick and has missed several days of class. When he returns, the teacher aide can make a point of welcoming him back, letting him know that the group has missed him, and try to help him in catching up with his school work.

EXAMPLE

All children need to experience success.

The group can dramatize some situations and later explain why the handling of one situation was perhaps better than another. Situations can be presented in which it is obvious that pupil success was pre-planned or ensured. Situations can be presented which involve failure and ways of combatting the possible unfavorable outcome of this circumstance.

Another session that can be used is to have teachers and teacher aides join in a "brain-storming" discussion of all the possible ways they can effectively work together.

While all the items mentioned may not be used, it stimulates the group to think of many ways to work together that they may not have thought of individually.

COURSE CONTENT AND THE TEACHER AIDE IN THE CLASSROOM

COURSE CONTENT -- CLASSROOM PRACTICES AND PROCEDURES
(KINDERGARTEN THROUGH GRADE 3)

With small children there is an enormous adjustment to be made in their lives to the environment of school. The teacher, the rooms, the halls, the playground, the lunch room, rules, regulations and expectations can be a traumatic experience for children. An Indian aide from the community can provide a stable, familiar person with whom the children can identify themselves. The teacher aide can be a vital link in the child's social and emotional development as well as relieve the teacher of the menial tasks and clerical duties so she can devote more time to individual needs of the children. Only the teacher's imagination can limit the duties of a qualified aide.

There are many routine classroom procedures common among the pre-school and primary grades that an aide can be expected to do with teacher and aide planning together.

1. Maintaining the room by supervising the children in house cleaning procedures.
2. Using the equipment such as film projector, record player, mimeograph machines.
3. Having the teacher aide involved in all activities of the classroom so the children, aide, and teacher work as a unit.
4. Training and assisting the children in all aspects of good health practices such as cleanliness, toilet, tooth brushing, washing hands, clothing, sickness, and accidents.
5. Taking children to the hospital, dentist and for other medical services when necessary.
6. Assisting and instructing the children in arts and crafts and use of the necessary materials.
7. Making and preparing instructional materials and bulletin boards; this allows for advance planning and coordination.
8. Supervising on the playground, lunchroom, bathroom, resting periods, study halls, for bus loading, and following of school rules.
9. Providing the teacher with valuable information as to the child's background and giving tremendous help in identifying problems and suggesting useful ways of approaching them.
10. Providing insights to family problems and situations that otherwise the teacher would have no way of knowing.
11. Identifying needs and problems of the community and individuals that Indian families would be reluctant to discuss with the teacher, but feel free to discuss with a friend.

12. Providing information about community leaders and resources for use in the aide program.

The first and most important step in training teacher aides is to establish a personal, workable relationship where each is respected. There must be mutual planning with and understanding of goals. The greater the team work, the more successful and productive will the program be achieved. Aides should be given responsibility according to the individual. Discipline and coordination are the teacher's responsibility and should not be shirked because of a competent aide. Aides are supplementary and should be used for enrichment and broadening a program. The children and classroom environment are the teacher's responsibility and she should direct them in her own professional way.

CLASSROOM PRACTICES AND PROCEDURES

When thinking about my class, the first thing I consider is my classroom environment.

The room should be pleasantly attractive. At least part of the furniture should be movable and should lend itself to diversity of the program. Bulletin boards should be planned frequently. There should be provision for audio-visual aids such as movies, radio, filmstrips, and controlled readers. There should be bookcases and tables for pupils who are reading for recreation or using reference books.

Pupils should be grouped to take care of individual needs so that each pupil may have success. Pupils should be using different materials at their own achievement levels.

There should be strong administrative support. There should be a good professional library with books of theory for the professional teacher and books of theory at an educational level of the teaching aides.

There should be adequate attention to motivation. Pupils should share in planning the group and individual projects. The most effective way to motivate pupils is to be the finest teacher possible.

In group procedure, use many visual aids, show enthusiasm for every improvement. Select materials on the basis of pupils' interest, and change procedures to hold interest.

Direct silent reading of short sections; guide pupils to do more talking to help establish concepts. Dramatize stories in which pupils read the parts. Also they should read silently and then discuss. Teach needed skills.

Find out what you can about each pupil in the group, this will help most in planning instruction. Locate the pupil's specific needs. This will help you plan specific and direct teaching rather than "general improvement".

Accept the child as he is, restore his security, discover his area of confidence and improve his self-image.

REMEDIAL READING AND DEVELOPMENTAL READING

(Grades 9 Through 12)

A remedial reading course is not a course as such and is not of prescribed content material, but hinges entirely upon repairing the damage done to an individual reader who, for one reason or another, has not gained the needed skills and attitudes to be an independent on-grade reader.

The student in a remedial reading program must first of all have a feeling of acceptance and rapport within his study group and with his teacher. Formal and informal testing provides a basis for deciding the individual's reading deficiencies, and an experienced teacher will introduce the various means and methods for correcting the problem. The rapport may be strengthened with discussion and pleasurable experiences together. The testing in a remedial situation includes noting physical factors as well as ability factors. Eyes and ears are checked as well as general health reports. The counselor records any emotional problems which are noted during the testing period.

In correcting problems of omission - that is, the student has not been exposed to the very basics of reading readiness and skills--the teacher's methods must include experiences that broaden the student's background for understanding. This may be accomplished through field trips to museums, businesses, school fairs, theater productions or any educational place which interests the student. Storytelling and various visual aids which do not require reading skills beyond the student's capabilities provide excellent additional background material. The broadening experiences continue and the student's understanding is increased because of them - a process which continues throughout the student's life. The material he reads will be tempered by this never-ending growth process.

The teacher's choice of materials for teaching the skills needed by the student will be tempered by the student's interests, and these interests stem from his background. Materials might include such things as sentence stories composed on tape by the student and later written to be read, filmstrips, movies, books, pamphlets, magazines, blackboard exercises, workbook exercises, controlled reader experiences, tape recorded messages or stories on tape and any new materials as they become available. Variety and success built upon success are the keys to this program.

Basic sight word lists, phonics tests and silent reading tests, comprehension tests and rate of reading tests are administered and noted on an individual's record sheet. Considering performance in all these factors, the teacher instigates a plan for the individual.

Basic reading skills which are introduced, stressed, or maintained in a remedial reading or developmental reading course include those of word recognition and comprehension through the use of phonics, structural analysis, use of context clues, and the dictionary. The developmental course is broadened to include such skills as notetaking, use of reference materials and the library, spelling, speed reading, critical reading, how to study, reading poetry and plays, and how to read in special fields of study and interest.

In a developmental course, the content and procedures vary from the remedial course in that the group is treated as a whole until the ability of the individuals within the group is established. At this time the extremely flexible schedule of content material and procedures is composed by the teacher and the students, and the course continues from the point of a general level of abilities. The materials for the course include those of the remedial situation but on a more advanced level and with less individual help and supervision.

The student is instructed in a skill until he learns the process, how to practice it, and to advance on his own and thereby teach himself. The content, because it must have variety, informality, and flexibility, demands constant revision by the teacher.

In light of the time-consuming element in such revision, the instructional aide could be of help to the teacher in locating desired materials, which a new plan calls for, and see that the teacher has them at hand. When audio-visual equipment such as projectors are used the aide can be of help in operating them. The locating and operating aide could also be a listening aide, one who hears the instructions and can repeat them to the student as he needs them. The aide who hears an oral reading practice of an individual allows twice the number of students to be heard.

Field trips require much paper work and pre-arranging. The aide may relieve the teacher by making the phone calls and filling out the numerous standard forms which are needed for a successful trip. By mixing and socializing with the students on the trip, the aide can lessen the problems in discipline and add to the pleasure of the occasion.

Assisting the teacher in notations of all kinds, record keeping, bulletin board displays, checking students' own grading of workbooks and practice exercises, helping students keep an accurate individual folder of their own progress in the course, providing materials as prescribed by the teacher for the student, and keeping supplies in order and available are but some of the ways an instructional aide may free a teacher to teach students in a remedial or developmental reading situation.

ADMINISTRATION OF PROGRAMS FOR TEACHER AIDES

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ADMINISTRATION OF PROGRAMS FOR AIDES--INCLUDING SELF-DEVELOPMENT

Limitations of a teacher's day can be lessened and met, to a greater degree, with the help of a teacher aide. Supervisory duties such as assisting on the playground, assisting in halls and washroom duties, health and cleanliness inspection and giving individual help to pupils are a few activities where help would be appreciated.

Administration is an educational process. Planning and processing so all may grow and experience success is a big challenge. Satisfaction is the process of making something happen.

Administration must have a thorough understanding of the use that is made of the aide.

The teacher and the aide should work together as a team. They should have a thorough orientation program and have a definite time for planning so things will operate smoothly.

Responsibility must be accepted by the aide; this is a way of earning respect as a human being.

Time must permit administration and aides to meet frequently in a planning period for a specific length of time to organize activities, to eradicate problems, to change behavior patterns, and to experiment with various techniques of learning.

Administration must take the child's needs of the day into consideration. The efficient aide should advance in education to eventually become an instructor. This type of training and encouragement is a long-range program but one that could be achieved.

Teacher aides carry a very important role in the classroom. Clerical duties consume time. They include attendance slips, hospital permits, housekeeping duties such as arranging furniture, straightening bookshelves and storage shelves, inspecting children's desks and helping to rearrange furniture for various functions such as a folk dance, filmstrip showing, or entertaining another group.

Administration of programs for aides includes finding ways to implement previous classroom goals, the training of teachers, the increasing parental involvement and enlisting community support. This program needs more added to it all the time. Teachers need a guide to work with their aides. Teachers are the chief experimenters in such a program. Everyone must become involved.

Administration must encourage the aide to prepare herself for a professional field. The aide must have a positive attitude toward the work.

ADMINISTRATION OF PROGRAMS FOR AIDES -- INCLUDING SELF-DEVELOPMENT

Before an aide takes a position, provision should be made for specialized in-service work prior to the individual going on the job. Placing a newly employed aide immediately on the job could be risky business.

The program may be sponsored by the local school system using regular employees, or it may hire consultants to do the job. Certainly teachers should make up a part of this hiring staff as they work most closely with the aides. Also, the principals should participate as they and the teachers can make judgments and suggestions for improving the training of aides.

What should be included in a training program for aides? The type of aide to be employed helps to determine the needs. A person who will be an audio-visual technician does not need all of the skills required by a person who will fill the position of library aide. Specific educational experiences are developed by the teachers and the aides cooperatively.

The actual program could be broken down into the following arrangement:

1. The aides' relationship with the school, principal, teacher, children, and community; grooming and personality.
2. Reason for using aides and criteria for selecting them.
3. Classroom procedures, including outline of duties and responsibilities.
4. Use of audio-visual equipment.
5. Growth and development patterns of school-age children; coping with classroom problems.

Self-development would include clerical skills in machine operation. If an aide develops and has skills in the area of audio-visual education, then her worth to the school is much greater. In public relations, the aide should be made to understand that citizens and parents are treated with courtesy and consideration, regardless of their social and political status in the community.

Life in school should be related to children's behavior. Aides need to know what to expect as life in a classroom at times does pose difficult moments. Students can be disruptive, they can get ill, they can lose their temper and display other antagonistic characteristics. Possible classroom descriptions should be explained to the aide so that he will not be taken completely by surprise.

The aide should know the other workers in the school such as:

1. The office staff and people who work in the area.
2. The principal

3. The librarian and the staff
4. The nurse and the area where she works
5. Special areas such as music and art rooms, etc.
6. Cafeteria and kitchen.
7. Equipment room.
8. Rest rooms.

As a school system gains experience with this type of employee, the desire for more and different types of aides grows. In such a situation it makes it difficult for a school system to establish a program that is uniform in nature.

SOME CONCEPTS IN THE ADMINISTRATION OF A SPECIAL ACTIVITY INVOLVING THE USE OF AIDES IN A SCHOOL PROGRAM

There is often a tendency for some to believe that more money, more staff, or new programs will automatically result in improvement in the education of the students involved. The tragic truth, however, is that the reverse is a possibility, and more money, more staff and more activity can actually disrupt a school program if not administered properly. The purpose of this writing is to point out some concepts in the administration of a special program which may help to ensure the desired benefit to the student.

Perhaps the most obvious and fundamental aspect of a successful program is that it must be carefully planned. It is difficult to conceive that this important aspect is often neglected. The failure of many programs is the result of poor planning. The time and effort given to the planning of the proposed activity will bear significant rewards as the program unfolds.

An important procedure in this careful planning is the preparation and involvement of the entire school staff when considering new programs. This may often seem a burdensome task. The administrator will be well repaid, not only by the fruitful ideas presented by the staff, but also by their cooperation in the implementation of these ideas. The importance of positive attitudes, staff responsibility and a spirit of cooperation brought about by their involvement and contribution cannot be under-estimated.

There must be some provision in this planning for the staff to reach a consensus of opinion to determine the area of concern, and thus a clear statement of the problem will emerge from the group. This will be helpful in reducing the hazard of a lack of communication among the staff members. Careful analysis of the problem will be helpful in determining the activity or plan of action necessary for improvement in the education of students. To this point we have merely discussed some procedures important in determining needs and planning an activity to meet these needs. The quality of the activity planned is basic to its success and is a reflection of the resourcefulness of the group. Important aspects at this time include the selection of aides, orientation and training plans and some provision for evaluation of the entire school program and the contribution of the activity that has been added. The staff should also be involved in this process. It may appear to some that the concepts expressed de-emphasize the role of the school administrator, or of the persons given the responsibility for the program. This is not true; the support of the administrator is paramount. His leadership and suggestions can be important contributions. His use of these procedures will permit each staff member to play a greater role in the total school program and provide an opportunity for self-evaluation and self-development.

ADMINISTRATION OF PROGRAMS FOR AIDES

Administration of programs for aides includes a continuous appraisal of the total school objectives and an evaluation of the effectiveness of the staff in leading students to realize their eductional goals. The staff should be encouraged to pinpoint areas of strength and weakness in the school curriculum. Individual teachers might be asked to list the nonteaching duties they presently perform which might be carried out by a teaching aide and free the teacher to carry out her primary functions in a more effective manner. While it is anticipated that in the early phases of the program there might not be sufficient funds to supply all the help that is desirable, the entire staff should have a part in deciding where assignments of aides will be made. As far as possible, all phases of the total school program should participate in and realize a benefit from the services of this additional staff.

Administration of the aide program must also include use of all resources available. An enlightened school staff having enthusiasm for this program will be of immeasurable assistance in securing and keeping people possessing the skills and personal qualifications which are desired. The Muskogee Area personnel office, the Division of Education Administrative officer with his knowledge of the need of students in the Bureau grant program, the agency employment assistant officer, the County Welfare office, and the local community action agency are just a few of the people eager to assist in referring applicants. Colleges in the school community have also cooperated in referring students for part-time employment who have special skills and make excellent members of the teaching team.

The initial interview of the potential teacher aide is an important part of the orientation of the new employee. This meeting should provide an opportunity for the administrator, the teacher under whose immediate supervision the aide will work, and the aide to share job expectations. The teacher supervisor should have an important part in the choice of aides who will work under her supervision.

Administration of the teacher aide program includes the responsibility for provision of a continuous program or orientation and in-service training of the new employees. This training is most effectively carried out as a team effort using all of the resources at hand. The administrative officer, the department head or principal, the immediate supervisor, county, state and Bureau agencies and community colleges all might have a part in the expanding concept of the role of the teacher aide in the total school experience.

Finally, administration of the teaching aide program must include frequent periods of evaluation positively appraised by a committee who has direct knowledge of the performance of the teacher aide and of the contribution she has made as a member of the staff.

ADMINISTRATION OF PROGRAMS FOR AIDES -- INCLUDING SELF-DEVELOPMENT

Status

Aides will need to feel a part of the teaching profession. Associate memberships in the local PTA, classroom teacher's associations, and any other organization helpful to teachers, will help aides gain this status. The name "teacher aide" may be changed to "associate teacher". Adequate housing will help ensure the aide that the administration feels he/she is just as important as the other teachers. Assignment to a teacher on a "big brother/sister" teacher plan to orient and counsel will help on the little "touchy" things such as professional ethics, good grooming, use of confidential material, public realtions, etc.

While there will be some meetings of teachers only and aides only, these will be for a specific purpose; all other meetings will find teacher and aides enjoying the same privileges and hardships.

Orientation

While orientation will be a continuous program throughout the years, there needs to be an opening period of statement and explanation of objectives, philosophies, and policies for the school and the classroom. The concept that philosophy, objectives, aims and procedures are flexible, and can and do change, should be presented and the aide invited to make suggestions for change, assuming first that they understand thoroughly how the present framework operates.

Self Development

It is recognized that the example of self-development of the regular teachers will do much to influence this program. Aides should practice "self-development" as much as possible on their own initiative as stage one. Administrators who are keen in the recognition of self-development attempts and who make it possible for aides to succeed will be enjoying aides who are eager to improve. Some organized efforts for all aides are possible. The weekly aide conference, the provision to attend college during off-school months, correspondence courses, evening classes and regularly scheduled aide workshops.

The "buddy teacher" plan can do much to further self-development. The "I'll help you with your weakness, if you'll help me with mine" idea works well if the teacher and aide have good rapport. Aides might work on such matters as thoughtfulness, improving their English, controlling their temper, speaking softly (or loud enough to be heard), being on time, good grooming, etc.

Exchange Visits For New Ideas

Aides will profit much from occasional visits to a fellow aide, place of work as well as special visits to other schools or programs, such as "Head Start Aides".

A wise administrator will know the programs of his aides well enough to recognize when a similar attempt is being tried in another classroom or school with new ideas in the offering. Being asked to be the "host" room for visiting aides is a way to help the aide gain self-confidence.

Long Range Planning

In addition to the immediate benefits of another "teacher" in the room, the additional staff for those duties where the ratio is sadly wanting, administrators and aides will want to look ahead to even greater benefits. The prospective teacher plan should be carefully administered with those aides who feel that they would like to become teachers with full status. Others with more limited abililities will want to improve as aides. The careful planning and follow through of these two programs will ensure the school of a good return on their investment and a ready teacher replacement source in the future.

ADMINISTRATION OF PROGRAMS FOR AIDES

The burden of program development for teacher aides and dormitory aides is inherently vested in the administrative branch of the school. If we accept the premise that management has sole responsibility for employees' development and growth through cooperative planning, then it is the responsibility of the administration to implement the program.

Phase I in program administration rests in opening lines of communicaton to supervisors and staff. This involves acquainting employees with the broad aspects of the teacher aides/instructional aide program. Included will be a thorough explanation of the overall objectives inherent in PL 89-10, Title I. The administration's attitudes toward the program will greatly influence staff reactions and subsequent participation in evolving local guidelines.

Objectivity on the part of administrators in the initial sessions will further enhance the possibilities for an effective developmental program. A climate conducive to cooperative effort is a requisite to involvement of individual staff members. Teachers and teacher counselors who will be associated with the aides must be intimately involved in program development. Such supervisory techniques will further assist these first line supervisors in acquiring the skills of including fellow workers and subordinates in their planning.

Administrators must communicate to the staff an understanding of the broad spectrum of talents and abilities the aides may bring to the schools' educational program. Navajo aides, properly oriented and trained, can contribute inestimably to the learning environment through

1. Assistance to children's adjustive processes

2. Interpretation of native cultural patterns

3. Recommendations for bridging the culture gap

In administering this program, supervisors can ill afford to sacrifice any opportunity to involve Navajo people in the school's programs. Each Navajo person employed in the school will be helped to extend the horizons by an understanding of educational goals and insights into their children's needs. More intangibly, their involvement will bring assurance that the school is sincerely and earnestly striving to bring quality education to Navajo children and, at the same time, provide opportunity for Navajo adults to contribute to the realization of educational goals.

The Bureau of Indian Affairs is obliged to give assistance to tribal leaders in their goal to raise Indian people to full social, political and economic stability. The teacher aide program offers administrators the challenge of taking a step forward in this objective.

Once the preparation of training outlines for aides is completed, teachers and teacher-counselors should be eager to initiate specific planning with their aides for day to day responsibilities. Hopefully, orientation would create a climate of cooperation and mutual concern for meeting children's needs. In this milieu, roles could be defined, responsibilities identified and specific activities organized. Mutual respect would breed greater participation on the part of the aide. From acceptance by the aides as a vital member of the team, increased initiative would result. The aide most likely would begin to feel a need for for specialized training in child growth and development, teaching methods in specific learning areas, and academic courses to augment previous education.

Ultimately, Navajo people employed as aides could be motivated to continue their training to professional levels. The challenges of the learning environment and recognition of personal needs for self-improvement could and should bring about pursuit of a college degree program among the aides.

These projections reflect attitudes, perspectives and insights of supervisors requisite to administering an effective program for aides both in classroom and the dormitory situation. Unless those responsible for programming give strong leadership and responsible direction, there can be no new horizons or creativity for our Navajo children. Through enthusiastic acceptance of change and full utilization of innovations and employee contributions, we can overcome the deficits in knowledge, skills and opportunities among the Navajo. Finally, a new and vibrant self-image shall emerge in each child in our schools.

This paper has not mentioned the need for evaluation but it should be a concomitant part of the overall program.

If these procedures for administering the aide program are utilized and prove effective, we should be stimulated to greater efforts and dare to give further direction to our aides to accomplish their personal goals while assisting the people.

ROLE OF TEACHER AIDE IN A SPECIAL EDUCATION AREA -- REMEDIAL READING

Presently, the enrollment in each of the six classes is quite large and necessary individual assistance is lacking because of the class load and the lack of time to do adequate planning, instructing or grading.

The teacher aide could relieve the instructor by doing some of the clerical work, such as typing progress reports, filing anecdotal record cards, checking reading rates with the reading accelerator, supervising small art groups such as bulletin board projects, chart work, book sale poster contest, and various other duties. In addition to the clerical assistance the aide could supervise drill, S.R.A. monitoring, i.e. check on reading assignments at the reading booths where students are assigned for special remedial problems. There are times when the assistant could help in administering tests, see that each student follows directions, and assist with the equipment used in the classroom.

Establishing rapport to motivate acculturation is comparatively easy because of my Indian background. Therefore, I prefer to have a white or Negro aide to establish the presence of two cultures within the classroom atmosphere. Acculturation of a more permanent nature can be enhanced by a team of this make-up.

I feel it is desirable for the teacher to have sufficient time to orient the aide. Items I would stress during the orientation period are:

1. punctuality,
2. good grooming,
3. the necessity for using socially acceptable English,
4. respect for the students, their opinions and contributions,
5. maintainance of the integrity of the students and the instructor,
6. a foundation for harmonious teamwork by setting up:
    a. a definite time for pre-planning (teacher and aide) summer time and during school year,
    b. definite time for students, aide and instructor to plan and evaluate work during school year,
    c. an understanding concerning a way to approach differences that might arise throughout the year,
    d. involvement for each one in the business of the work to be accomplished and evaluated -

    1) academically
    2) socially
    3) housekeeping (we have no janitors)

7. impress upon the aide that all standards expected of the students must be first practiced or taught by the two of us, chart out all jobs which are to be taught - and thoroughly explain each one;

8. let the aide make suggestions to help accomplish the task. Invite creative thinking in every way possible;

9. help the aide to know me as a friend, co-worker and helper. Compliment her on jobs which are done well and analyze flaws of those which are not. Let the aide know good work is appreciated;

10. impress upon the aide the importance of his or her role, also explain the responsibilities the teacher must face and give an account. Check school philosophy together;

11. read over each other's duties, check on the effectiveness of each one's relationship with the various students and groups. Constantly revise together whenever it is needed to improve the effectiveness of the instructional program;

12. study the objective of the program, the cultural background of the students.

Finally, I feel an aide could be very helpful in relieving tensions and emotions of disturbed and neglected children.

This is a wonderful undertaking and I certainly endorse the Economic Systems Corporation's thinking in this endeavor. I have never seen people whose enthusiasm has been as great as that demonstrated at this Workshop. Thank you for a wonderful working week.

EXCEPTIONAL CHILDREN --
SOME GENERAL COMMENTS

TEACHING EXCEPTIONAL CHILDREN IN JUNIOR HIGH

First, let me tell you I am a teacher at the Concho Indian School. I have a Masters Degree in Special Education. My concern now is to construct a curriculum for my students that will exclude overlapping of materials in various grades and encompass different techniques, different ways of motivation and different vocabularies.

The success of the special program will depend primarily on the teacher's success in discovering and utilizing the child's hidden desires and needs, in supplying the experiences that will develop learning, appreciation, skills and habit patterns the school wants to foster.

Much of this will depend on the skill of the teacher in freeing the child from any hampering psychological and educational impediments that tend to inhibit his initiative and spontaneity or interfere with his achievement in any way; all reading materials for children of this age should be of low vocabulary with a high interest level.

Each teacher will have to assist the child to achieve success on his own level and in line with his abilities. It is only for a teacher to see the expression on a child's face when he has accomplished a simple goal in his academic or social work to know that nothing succeeds like success.

If a teacher can help a child be happy in his work, success will follow. This is imperative in any situation, special education or otherwise.

It seems that some place in our special education there has been an over-emphasis on academic work and not enough on social training. A program that would fit the needs of these special children, would be far more appropriate than the "water-down" version of the regular curriculum. The special student needs a realistic curriculum that will prepare him to go out into the world and eventually fit into the mainstream of society.

If a child is twelve when he enters a special class, there are only about four or five years left in which to equip him with the practical skills he will need to become capable of making a satisfactory adjustment.

Students on the levels which I teach need material they can read such as contextual reading and many other reading skills in order to be able to understand and apply these basic skills they have already learned.

In this type of teaching, the greatest need is a helper to assist the teacher in getting materials prepared for a current lesson and assisting students. It would be feasible to have as many male aides as possible, since almost all reading materials are geared for girls.

Jordon made a study of this and found girls will read material written for boys, but boys will never touch a book that is written for girls.

There is much material prepared for the mentally retarded student, but not enough for the academically retarded at this age.

My recommendation would be to use the teacher aides in the following ways to accomplish the proposed program:

1. Assist in getting materials ready.
2. Present materials under the teacher's supervision.
3. Organize curriculum materials.
4. Act as substitutes in teacher's absence under direct supervision of the principal.
5. Help in securing resource people for classroom use.
6. Help in understanding the emotional problems, and arriving at solutions.
7. Fit into a team-teaching situation.
8. Continue a unit of work introduced by the teacher.
9. Help counsel the students and write anecdotal reports.
10. Help in doing routine chores.
11. Supervise in playground and halls.
12. Help with all audio-visual equipment and materials.
13. Assist in supervision of programmed teaching.
14. Help in developing an arts and craft program.
15. Act as a liaison with other departments.
16. Help in developing sociograms.

ACTIVITIES WITH EXCEPTIONAL CHILDREN -- INSTRUCTIONAL AIDE OR TEACHER AIDE

The dormitory instructional aide can contribute immeasurably to the linguistically deprived children through Exceptional Student Learning (ESL) activities.

1. Working with individual children and small groups in the Family Style Feeding program. Through this activity the children learn English names of food, table appointments and acceptable manners.

2. Working with the teacher-counselor in adopting guidance lessons for small groups in creative activities in the dormitory. This further reinforces ESL.

3. Working with individual children who have problems which likely arise from cultural differences. (Identification of problems)

4. Operating the dormitory library corner reading- books and poetry for children.

5. Relating tribal legends and stories. Serving as liaison between schools and community to bring parents and tribal leaders to contribute to the activity.

DUTIES OF AIDES PERTAINING TO EXCEPTIONAL STUDENTS

1. Model correct sounding positions.
2. Conduct individual work (drill) on speech production.
3. Monitor listening center activities.
4. Operate audio-visual aids.
5. Conduct drills in braille.
6. Improve classroom rapport through self-image identification.
7. Supervise programmed learning activities.
8. Serve as liaison for activities between home and community and school.
9. Conduct physical therapy activities where necessary.
10. Conduct drills toward self-preservation.

ACTIVITIES AND DUTIES OF THE TEACHER AIDE

In the classroom, teacher aides could work with the moderately or mildly retarded children and spend more time with them, enabling the teacher to give more time to the rest of the class. However, the teacher and the aide should plan what the aide is to do.

The aid could teach or help:

- recognition of colors
- picture reading and have the child tell about what he/she is seeing - this could also include left to rightness -
- number sequence form 1 - 5 or possibly 1 - 10 depending on the child recognizing letters of the alphabet

In the dormitories - aides could teach:

- the children how to dress themselves
- the children to tie their shoes - what shoes go on what foot.

AIDES CAN ASSIST WITH EXCEPTIONAL CHILDREN

1. A teacher aide with art talent can assist talented students in crafts, oil painting, chalk, water paints and clay, etc.

2. A teacher aide can assist with children who have difficulty in reading.

3. An aide with an understanding of sex education can be of help, or assist with sex education with our junior high and high school children.

4. An aide can teach organized games (not physical education) during breaks or recess with the emotionally disturbed children.

5. An aide can assist bright children with research in the child's interest.

TEACHER AIDES AND TEACHERS OF EXCEPTIONAL CHILDREN

List of services to the students and teacher by the aide:

1. Serve as a counselor to the student to explain the school happenings and the student's responsibilities, talk out problems, explain lessons, etc.

2. Serve as a leader of social activities that require insights into Navajo social customs.

3. Serve as an advisor to the teacher in Navajo cultural matters that have a bearing on the students' problems.

4. Conduct drill sessions, crafts activities and work-study routines for the children.

5. Provide an extra measure of love and understanding for the children. Navajos need more attention from other Navajos; a white teacher may not be able to provide these needs.

6. Provide routine classroom assistance, clerical, etc.

7. Serve as a mediator of the culture between the school and the children's background.

8. Communicate with the child's parents.

ACTIVITIES TEACHER AIDES CAN ASSIST WITH CONCERNING EXCEPTIONAL CHILDREN

1. Under teacher's direction, assist slower students independently in particular subject areas.
2. Under teacher's direction, help develop specialized aids for both slow or fast students.
3. Assist with personal care program; grooming, toilet, feeding.
4. Help the teacher in observing student needs, problems, interests, etc.
5. Assist in special displays to stimulate independent reading, research, and related pursuits.
6. Assist in giving the special attention needed for children with emotional or social problems.

TEACHER AIDE ACTIVITIES FOR EXCEPTIONAL CHILDREN

Teacher aides can assist in the following:

1. Individual instructions
2. Cultural identification
3. Image building
4. Identification of special or native skills
5. Body function training
6. Personal grooming habit training

TEACHER AIDES CAN ASSIST IN THE ACADEMIC PROGRAM FOR EXCEPTIONAL CHILDREN

RETARDED

- Dressing self -- tying shoes, buttoning clothes
- Language -- sentence patterns in English for these tasks
- Helping child with puzzles, simple machines, educational toys with sequenced difficulty
- Physical education -- using games, dances, folksongs and dances
- Field trips -- walks about the campus, studying animals, insects and plants

EXCEPTIONAL - BRIGHT

- English -- learning through activities (participation), reading stories, or recordings played that are beyond the interest of the average child in the classroom,
- helping child read individually - books of their choosing
- Music
- Swimming
- Dancing

SPECIFIC WAYS TEACHER AIDES CAN ASSIST WITH EXCEPTIONAL CHILDREN

1. Reducing ratio of pupil to professional or paraprofessional personnel

2. Preparation of materials for utilization by teachers (flashcards, transparencies, etc.)

3. Interpreting for the teaching staff

4. Explaining ideas and concepts to pupils in their own language

5. Working with pupils on a one-to-one basis

    a. Toilet training
    b. Dressing
    c. Tying shoes
    d. Art
    e. Number concepts
    f. Language learning

    Of necessity, under the teacher's supervision and direction. In-service training and orientation of aides is a must!

6. Supervising play activities, indoors and outdoors

7. Operating audio-visual equipment and securing necessary materials for the operation of the equipment

8. Advising the teacher regarding the personal needs of children and individual differences of which the teacher is unaware.

ACTIVITIES FOR AIDES TO BE CONDUCTED WITH SLOW LEARNERS

1. Speech exercises to help students who continue to have difficulty making certain English sounds such as "th," "pl," "cl," etc.
2. Use of native language to clarify new concepts introduced into classroom
3. Drill exercises to increase recognition of sight words
4. Drill exercises on basic math facts
5. Ease cultural gap by orientation of facilities to be used
6. Increase interest of students in the written word through telling and reading native legends
7. Supervise word games, math games, etc.
8. Supervise oral English games
9. Supervise work
10. Special attention and help to give individualized training to physically handicapped slow learners.

WAYS TO USE TEACHER AIDES WITH EXCEPTIONAL CHILDREN

SLOW LEARNERS

1. To individualize instruction using materials suited for a particular child.
2. Small group approach (5 - 7) to assist pupils in adjustment, counseling, praise, etc.
3. Testing and evaluation. Almost one-to-one ratio type of testing.

EXCEPTIONAL (GIFTED) CHILD

1. Individualize challenges.
2. Make available all possible learning resources.
3. Escort students to exchange programs with other schools, science exhibits, etc.
4. Listen to children informally in "bull session" type of discussions.
5. Follow-up (evaluation) of projects.

DUTIES OF TEACHER AIDES WITH EXCEPTIONAL CHILDREN

1. Give individual attention in a manner so that child feels loved and needed.
2. Help child overcome fear of failure.
3. Assist child gain acceptance with peers.
4. Take time to learn about students and their problems.
5. Recommend corrective devices for handicaps (glasses, hearing aids, braces, etc.)
6. Help bridge the gap between cultures.
7. Help child overcome deficiencies in background experiences through games, stories and other activities.
8. Help provide physical needs especially with physically handicapped.

SPECIFIC WAYS INSTRUCTIONAL AIDES CAN HELP WITH EXCEPTIONAL CHILDREN IN DORMITORIES

I. PROVIDES INDIVIDUAL ATTENTION

   a. Work experiences

   b. Helps handicapped children

   c. Will train young children to take care of personal needs

   d. Listens to individual children

II. INTERPRETS "CONFLICT" AREAS BETWEEN CULTURES

III. ACTS AS LIAISON BETWEEN SCHOOL AND COMMUNITY

IV. AIDS IN GROUP ACTIVITIES

   a. Boy Scouts, 4-H, and other clubs

   b. Aids in teaching healthful practices

   c. Helps in the E. S. L. program

   d. Helps in the dining room program

   e. Adapts and teaches guidance lessons under the supervision of the teacher-counselor

   f. Teaches and reads Indian legends

   g. Works in library corner - reads to small groups of children - listens to children tell stories

   h. Tell stories

   i. Trains and supervises work experiences

   j. Supervises creative activities.

SPECIFIC WAYS TEACHER AIDES CAN HELP WITH EXCEPTIONAL CHILDREN

I. PROVIDE INDIVIDUAL ATTENTION

  a. Research (guide)

  b. Independant study (supervise)

  c. Drill in speech exercises

  d. Assist in helping individuals with creative activities

  e. Help in speech correction for continued troublesome areas

  f. Aid in the training for the physically handicapped

  g. Listen to child

- Advise the teacher as to specific handicaps or problems.

- Operates audio-visual media, gathers and/or makes teaching materials under the teacher's supervision, and helps with the necessary record keeping.

- Bridges cultural gap

  a. Reading and telling routine legends

  b. Liaison officer between school, parents, and community

  c. Interpreting cultural religious beliefs to school personnel so the child will not feel frustrated.

- Assists in helping the child gain confidence in social practices to be acceptable to self, peers, and the adult world.

- Evaluates and makes recommendations for the over-all teacher aide program.

- Assists the teacher in getting the children to develop acceptable habits of grooming and social practices.

II GROUP INSTRUCTION

  a. Assist and play with the children

    1. word games
    2. oral English games
    3. math games
    4. stories
    5. other activities
    6. puzzles

  b. Drills to recognize sight words and math facts

  c. Explains ideas and foreign concepts in native language

  d. Monitors listening centers

  e. Supervises seat work

  f. Supervises programmed learning activity

  g. Supervises physical activity

  h. Helps plan special projects (field trips, school exhibits, fairs)

  i. Assists with E. S. L. program

- Train and assist in orientation of new aides.
- Assists in instructing and drilling in good safety practices.
- Teacher aide reduces adult-pupil ratio.

THE INSTRUCTIONAL AIDE AND THE EXCEPTIONAL CHILD IN THE DORMITORY

One of the points emphasized in this workshop is the need for Special Education programs in Bureau of Indian Affairs Schools. A small step has been taken in this direction in six classrooms in selected schools of the Shiprock Agency.

A pilot project is being conducted to attempt to meet the needs of Navajo children who have been tested and found to be below average in academic abilities. The initial results of the project indicate that although there are problems and much progress to be made, the program is meeting some of the special needs of these children.

In a recent workshop conducted by the Special Education Department of Colorado State College the concern for special training and activities for these children in the dormitories was expressed. It was felt that in most instances the children should be included and handled in the regular dormitory program. It was pointed out, however, that the dormitory is in many instances a formal learning situation, and that these children might also have "learning problems" here. It was proposed that dormitory instructional aides could be of great value in a situation such as this.

It was felt that since these children were taught in the classroom by a teacher trained in Special Education, it would be of value to have the people who worked with these children in a leraning situation in the dormitory to be more highly trained than the average aide. It was suggested that a combined program of formal and in-service training, be conducted for selected aides, who show an aptitude and a favorable attitude and understanding of the problems encountered in working with exceptional children.

Many of the duties of the aides working with exceptional children would, of course, be the same as those of a regular instructional aide. There would be, however, several areas where these aides would be asked to perform more highly specialized duties. These would possibly include:

1. Liaison work between the community and the Special Education program. It could be of great value since many Navajo people do not understand the problems of these children or the type of program needed to meet their needs. It could be useful in explaining the program to the people of the community and the children in the dormitory community.

2. Conducting drill work following the approach, methods and techniques used in the classroom, to present material taught in the dormitory.

3. Inclusion of aides in guidance-counseling sessions. Since the aide would be more knowledgeable with the specific overall problems of these children and having worked with a particular child they could be of value in a counseling situation.

4. Preparation of special materials to be used by the professional people working with the children of this program in the dormitory.

These are only a few of the more specialized areas of service in which an aide could be of value in a program for exceptional children.

INNOVATIONS IN EDUCATION

INNOVATIONS IN EDUCATION

Teacher aides as well as the professional staff need to be aware of innovations. Most often teacher aides have had little training or experience in the so-called modern school. This can be frustrating to most teacher aides (as well as to teachers). For example, a teacher aide is assigned to work with a teacher or teachers and suddenly finds that the classroom has changed; it isn't the same as it was when this person was attending school and like most people, this aide will reject these ideas, innovations, or experiments, unless the teacher aide becomes familiar with what we are trying to do and why.

The in-service training or orientation which is given teacher aides will have to be determined by the type of program which any particular school is implementing. For example, a teacher aide coming into our school will find that there are no bells or buzzers to tell students when to rush into or out of a classroom, we no longer have the standard 45 or 55 minute period, but that we are using the term "module" and each class does not meet the same length of time, nor does it meet every day. They will be asked to work with teachers to try to make the classroom an interesting, exciting, pleasant place in which to work. No longer do we think of the teacher as a strict disciplinarian, but a happy person with whom students can feel free to discuss problems. Standards will be different from what they once remembered in that teachers will be giving individual instruction through team teaching. These are but a few of the things which I like to call innovations within our school. A teacher aide must acquaint himself with these ideas if he is going to be of service to the teacher and school.

Most teacher aides come from the local community and therefore, whether we like it or not, they are liaison officers between the school and community. Suppose a teacher aide reports to the community where students are allowed to roam the campus, drink cokes in the student center, walk in the halls, be free to enter and leave the resource centers, library, science laboratories and visit other classes in which they are not enrolled; in such a community this would certainly be an administrator's nightmare. To avoid this type of adverse criticism we can do two things - keep the teacher aide from talking to their families (how I don't know), or we can explain and show them that students who are put on unstructured time, given independent study and a little freedom, will and can learn more; and at the same time we are preparing this type of student to better meet the problems he will face when he goes out on a job, or on to advanced vocational training or college.

It is my feeling that the various situations which I have mentioned are applicable in most every school which employs teacher aides. We must understand that these people have not been exposed to the many changes which are taking place in education and it is our responsibility to bridge this gap if we are to utilize our teacher aides to the best possible advantage.

INDIAN CULTURES

INDIAN CULTURES

If the teacher aide is to work with Indian people it is very important that the culture, home conditions and background of the student be studied and understood. This in itself is indeed a wide topic, with many viewpoints. If the teachers or teacher aides do not understand the Indian child they will find that they will have many hours of frustration and despair.

When we hear the term "Indian culture", we immediately think of the "tepee", "feathered" and "stoic" red man that once inhabited the wilderness of our American continent. This is all well and good but the Indian has also changed with times, just as the Caucasian who prides himself as a descendent of the early "Mayflower" colonists.

This is indeed a good comparison because today we have Caucasians who claim this "elite" background, but we observe them lacking in the social graces, morals and culture that these first white inhabitants brought to this country, particularly the Puritan and Victorian way of life.

Today, even the life of the wealthy has become simple and in keeping with the demands of our contemporary society. Outside of a few recluses most of our society has adopted modern culture because it would be hard to exist otherwise. With our democratic society as it is today it is possible for more people of all walks of life and with all types of backgrounds to attain a rich and satisfying life if they so desire and are willing to work for it.

Similarly, the Indian today has forgotten or forsaken the primitive way of life of his ancestors and has reached out for a modern way of living that is satisfying to him. However, this is not to say that the life he is trying to live is always of acceptable modern standards; he is doing what he can with the initiative and opportunity that he has, which is often very limited because discouragements based on apathy, discrimination, and lack of education. He may be influenced and frustrated by that all-important Indian drawback (lack of confidence), being afraid of being wrong and of being ridiculed by other Indians or Caucasians.

On the other hand, there is the important view of Indian culture that is rich and something to be proud of if it can be revived and perpetuated to a point where it can be observed and appreciated. Our Indian youth should be taught the good things of his past culture and realize that his Indian language, arts and crafts, Indian history and folklore, tribal organizations, and social behavior and customs of the primitive Indian groups are a priceless heritage and something to be proud of.

Too often the Indian in today's society has forgotten or has never known his tribal language or other ways of Indian life, but has adopted and lives a miserable life in the slum areas of cities or in small towns and villages near the reservations where he falls easy prey to the vices of our immoral society. This seems to be a trend and it is developing as the hideous problem of children who are maladjusted both in school and in public.

It is from this group that we are receiving students in our BIA boarding schools. The students are coming from broken homes, many with alcoholic parents who live promiscuous lives. This along with low incomes and poverty-stricken homes are developing young people who have severe emotional problems; they have disturbed mental conditions, they are rebellious, with low ideals and no plans for the future. They are unfamiliar with even the most common social etiquette, virtues and morals. With this type of student on the increase, we as teachers need more professional help to cope with the problems of these exceptional children. Just to get them motivated and ready for a day in the classroom has become the number one problem in government boarding schools today. It is hoped that we will be given some help and guidelines to follow in order to reach these students who deserve training and education to become worthwhile, contributing citizens in our expanding environment and community.

INDIAN CULTURES

The cultures of other peoples are never exactly that of our own. This is true between nationalities of people as well as races of people. The Germans have a culture quite different from that of the French. The Dutch have a culture quite different from the Spanish. The English have a culture not at all like that of the Russians and we could name country after country, race after race, to illustrate this. To backtrack for a minute, not even one country has a population with only one culture represented. Even small areas within a given location will often contain people representing different cultures. We all realize this when we stop to think about it. The very fact that so many early pioneers to America came from so many different parts of the world makes all of us realize this difference in cultural backgrounds. It should also help to give us more understanding of the first Americans - the American Indian.

Even our Indian tribes have different cultures. The Hopi Indians in Arizona have a culture so very different from the Choctaws in Mississippi, the Apaches at Whiteriver, Arizona have a culture much different from the Cherokee of North Carolina. The Chitimachi of Louisiana have a culture not at all like the Sioux of South Dakota. Even the Apaches at Whiteriver have a culture a little different from that of the Mescalero Apaches of Ruidoso, New Mexico. The cultures are also a little different even between the Whiteriver Apache and the San Carlos Apache, their neighbor reservation to the south. All of these differences in culture can be seen by visits to these tribes and by observing the members as they go about their daily work and other activities. Cultural differences can be seen, to some degree, between all Indian tribes in the United States.

Someone has said that "the first step toward interest and respect is a sympathetic knowledge of other peoples and other ways". To me "other ways" means their own particular culture. I think "culture" is the ingrained traditions, principles, beliefs, and habits of a people passed down from generation to generation, instilled in them from babyhood by environmental, emotional, economic, and spiritual necessity. A people seem to have a need to identify with a certain image of themselves, and when a major part of this image is suddenly taken away, then a deprived people will be the result.

It is for this reason, then, that I agree with many others, both Indian and non-Indian, who want to help our Indian friends. We must not try to destroy their culture. We must encourage them in fact to keep their language, to remember and be extremely proud of their history and rich heritage, to be proud of their Indian ancestry, but at the same time adopting those parts of other cultures that they could use well on their own to enjoy a more abundant, happy, and prosperous life.

Surely, all of us will agree that people change, and therefore we must expect some changes in our culture as we make progress in a modern world. I think our ancestors, both Indian and non-Indian, would have expected some cultural changes, so we need not feel ashamed as we adopt certain customs of other people into our own culture. Non-Indians could and sometimes do adopt certain things from the various Indian cultures that make our lives better. Indians could and often do adopt certain portions of other cultures into their own. All this is good.

We are all human beings and can benefit from one another as one of our class members brought out so well during the first day of our workshop. I think we need better communication between peoples with different cultures because so often misunderstandings arise from lack of good communication. We need not abandon our own personal, preferred language as members of different cultures, but I think for maximum understanding we must all be able to speak and understand one common language, whether it happens to be that of our ancestors or not. Our culture will not be weakened by this added language. In fact, it will be greatly enriched.

THE ROLE OF GUIDANCE IN EDUCATION

THE ROLE OF GUIDANCE IN EDUCATION

A. Classrooms

Guidance and counseling too often is a sadly neglected area of some classroom teachers. I would like to propose some of my ideas to improve this situation.

It is my opinion that all classroom teachers, elementary and secondary, must include as an integral part of their daily lesson planning a time for counseling services to their students. In order for this to be accomplished the teacher must have a basic background and understanding of guidance and counseling methods and techniques. This can be realized through extension courses and summer classes.

Once this background has been obtained, the teacher can make the best use of his opportunities of counseling in the classroom, for the teacher has some of the best opportunities for counseling with the student and observing the student's actions and reactions in many and varied situations. The teacher must be able to detect the various abnormal tendancies that might occur which can hamper the student's learning abilities. The teacher must know and understand how people act in order not to react wrongly and possibly reinforce the child's action to a specific situation. This professional counseling technique, of course, is in addition to the teacher's normal academic counseling given to his students.

B. Dormitories

Guidance and counseling in the dormitories of BIA boarding schools should play one of the major roles in Indian children's lives. Therefore, it is of greatest importance that the dormitories be staffed with the best qualified people available, trained in the latest methods of guidance and counseling; people who have a compassion for children and who understand them, someone who has the child's best interest at heart. For, as we know, it is in the dormitory where the child learns to function properly in today's world.

The dormitory must provide the best possible atmosphere for proper productive learning to the fullest capacity of the student. This cannot be done when there is a student-counselor ratio of 1:200 or larger. A ratio of 1:50 or 1:75 would be most desirable for ideal counseling services. For, again, as we know, these people must not only counsel but act as fathers and mothers as well.

The dormitory counseling services must also be prepared to give assistance to the students in their academic endeavors. Therefore, they must be teachers, qualified in the education field, as well as, in guidance and counseling.